

**U.S. Department of Education - EDCAPS
G5-Technical Review Form (New)**

Status: Submitted

Last Updated: 10/21/2016 01:53 PM

Technical Review Coversheet

Applicant: Paskenta Band of Nomlaki Indians (U215N160003)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	15	15
Quality of Project Design		
1. Project Design	30	30
Quality of Project Services		
1. Project Services	20	20
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Adequacy of Resources	15	15
Sub Total	100	100
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority		
1. Priority	2	2
2. Priority	2	0
3. Priority	2	0
4. Priority	2	2
Sub Total	8	4
Total	108	104

Technical Review Form

Panel #2 - Panel - 3: 84.215N

Reader #1: *****

Applicant: Paskenta Band of Nomlaki Indians (U215N160003)

Questions

Selection Criteria - Need for Project

1. 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.

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

The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

Suggested Point Ranges: Not Addressed: 0; Poorly Developed: 1-5; Adequately Developed: 6-10; Strongly Developed: 11-14; Fully Developed: 15

General:

Strengths:

Applicant has provided a comprehensive description of the severity of the problems to be addressed by the proposed project. As a result of being awarded a four-year planning process that lead to the development of the Freeman Initiative which is based on an extensive community assessment and data segmentation process that provided a detailed picture of each of the 15 Promise Neighborhoods education and family community support indicators. The needs assessment and segmentation process include a longitudinal analysis of student performance disaggregated by school, language status and income, i.e., findings indicated that less 25% of K-8 students have reading, language, writing and mathematics skills necessary to master state grade level standards. Table 1 shows the percentage of students 3rd -8th grades scoring at or above grade level. Applicant has applied a value to the (percentages) to the Promise Neighbor Indicators (PNI), i.e., PN indicator 6: Only two out of three (66.9%) of high school students graduate. (Pg. 4-1)

Weaknesses: None Noted

Strengths:

Applicant provides a clear and concise description of the geographical area that the proposed project will serve. A map and zip codes of the target area is provided indicates the exact boundaries of the Coring-Paskenta Tribal Community. Applicant states that the community consists of eight schools from two districts serving 2,993 students. School demographics are presented by school, grade levels, population, percentages free and reduced lunch and percentage of English learners. Of the eight schools, four are low performing schools under corrective action by the California Department of Education. 1- 12

Weaknesses: None Noted

Strengths:

Applicant has presented a fully developed theoretical framework that identifies specific gaps and weaknesses in services, infrastructure, and opportunities from birth to college (Figure 17) identified during the data analysis and segmentation process. Table 3 clearly indicates how gaps and weaknesses, nature of gaps and weaknesses and proposed solutions will be addressed by the project. 13-14

Weaknesses: None noted

Selection Criteria - Quality of Project Design

1. 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.

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

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.

The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

The extent to which the proposed project is supported by strong theory.

Suggested Point Ranges: Not Addressed: 0; Poorly Developed: 1-11; Adequately Developed: 12-23; Strongly Developed: 24-29; Fully Developed: 30

General:

Strengths:

Applicant clearly describes how the 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 is displayed in tabular format. (Figure 19). Applicant states that it will prepare all children in the neighborhood including children with disabilities and English learners to attain an excellent education and successfully transition to college and a career. The plan based on the needs assessment and segmentation analysis identified 6 solutions that will significantly increase the proportion of students in the neighborhood that are served by the complete continuum to reach scale over time. Each of the solutions is identified and detailed by core areas, evidence, outcomes identified, lead partners listed and collaborating partners identified. 17- 44

Weaknesses: None Noted

Strengths:

Applicant provides documented evidence that proposed solutions are based on the best available secondary and primary research studies and literature available that is strong and reflective of credible sources. Literature is categorized by indicators. 45-48

Weaknesses: None Noted

Strengths:

Applicant states although has a nationally recognized designation as a rural area of high poverty, and the Tribe and its formal partners have identified over 50% of matching resources as required for Absolute Priority 3. Applicant has thoroughly delineated existing neighborhood assets and programs supported by Federal, State, local, and private funds that will be used to implement a continuum of solutions in Table 28, i.e., formal partnerships, matching funds, assets and program in support of the initiative. 48-51

Weaknesses: None Noted

Strengths:

Evaluation methods are appropriate for the proposed project including instruments/tools to be used, data sources, timelines and objective performance measure, measurable outputs and outcomes to produce quality quantitative and

qualitative data. Objective performance measures, long term-short term goals are clearly linked to the intended outcomes, i.e., plan is detailed and logical. 51-56

Weaknesses: None Noted

Strengths:

Applicant clearly states that the research provided for each proposed solution clearly demonstrates the likelihood that each proposed solution will address the proposed indicators and produce the desired results. The proposed project is supported by strong theory, and theoretical framework, i.e., the theories chosen were based on models that had been validated by similar target populations. Applicant has included logic models to show the correlation between program solutions and the interrelationship between needs, inputs, outputs and outcomes within each solution. Appendix G, 56

Weaknesses: None Noted

Reader's Score: 30

Selection Criteria - Quality of Project Services

- 1. The likelihood that the services to be provided by the proposed project will lead to improvement in the achievement of students as measured against rigorous academic standards.**

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.

Suggested Point Ranges: Not Addressed: 0; Poorly Developed: 1-6; Adequately Developed: 7-13; Strongly Developed: 14-19; Fully Developed: 20

General:

Strengths:

The likelihood that the services to be provided by the proposed project will lead to improvement in the achievement of students as measured against rigorous academic standards is strong based upon the applicant's comprehensive intervention plan to address the most important gaps in the instructional programs in both the community's elementary and high school districts. The school reform model is based on a segmented analysis of student learning and current instructional programs. Data were segmented to identify grade level deficiencies and "key points of entry" (address specific rigorous Common Core academic standards) where modifications in instructional programs will bring about immediate and substantial changes in student learning. Tables 32-59 delineate the instructional strategies. 57-62

Weaknesses: None Noted

Strengths:

A clear and concise description of the applicant's formal and informal partnerships includes the alignment of the visions, theories of action, and theories of change. The applicant states that its strength is its formal and informal (over 20) partnerships that is fully delineated in its memorandums of understanding. A description of the informal partnerships is provided in Appendix E: Adequacy of Resources-Section 2. It has created a system for holding partners accountable for performance in accordance with the memorandum of understanding by building in a culture of accountability that consists of several activities centered on using reliable data to make evidence-based decisions (Interagency Data System and accompanying Community ScoreCard). 62-63

Weaknesses: None Noted

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

- 1. Working with the neighborhood and its residents; the schools; the LEA in which those schools are located; Federal, State, and local government leaders; and other service providers.**

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.

Suggested Point Ranges: Not Addressed: 0; Poorly Developed: 1-6; Adequately Developed: 7-13; Strongly Developed: 14-19; Fully Developed: 20

General:

Strengths:

Applicant has delineated in Table 41 the criteria for working the neighborhood and its residents; the schools; the LEA in which those schools are located; Federal, State, and local government leaders; and other service providers, i.e., a comprehensive overview reflected in the table provides a detailed description of the criteria for each of the entities. In addition, applicant provided a diagram that provides a clear visual description of the organizational structure and the working interrelationship between the formal and informal partners. 64-71

Weaknesses: None Noted

Strengths:

Applicant's comprehensive continuous improvement plan includes procedures designed to document the implementation process, including capturing a description of the lessons learned that is based on best practices. The continuous improvement process for planning and decision-making is linked to specific questions, goals and problems identified through previous improvement processes, assessment data and observations. A four step processes based on best practices in continuous development used by the Continuous Improvement Team consisting of representatives from each organization and community residents. A major outcome of the Promise Neighborhood Planning Grant was the development of a longitudinal, inter-agency- data system (IDS) and accompanying ScoreCard summary reporting module. See Figure 42,72- 75

Weaknesses: None Noted

Reader's Score: 20

Selection Criteria - Adequacy of Resources

- 1. The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.**

The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., LEAs, city government, other nonprofits) critical to the project's long-term success; or more than one of these types of evidence.

Suggested Point Ranges: Not Addressed: 0; Poorly Developed: 1-5; Adequately Developed: 6-10; Strongly Developed: 11-14; Fully Developed: 15

General:

Strengths:

Applicant presents a detailed budget justification in which the costs are reasonable to support hiring of full time staff and to serve the number of persons identified and to achieve the desired results based on the scope of the project.

Weaknesses: None Noted

Strengths:

Applicant clearly demonstrates that it has the resources to operate the project beyond the length of the grant including a

multi-year financial and operating model and accompanying plan. The Tribe has documented its strong commitment to continue to ensues funding and increase its funding base and partnerships that are critical to sustaining the project's long-term success. This is evidenced in the letters of support. Appendix B

Weaknesses: None Noted

Reader's Score: 15

Priority Questions

Competitive Preference Priority - Competitive Preference Priority

1. Competitive Preference Priority 1 0 or 2 Points

Improving Early Learning Development and Outcomes

Projects that are designed to improve early learning and development outcomes across one or more of the essential domains of school readiness (as defined in this notice) for children from birth through third grade (or for any age group within this range) through a focus on improving the coordination and alignment among early learning and development systems and between such systems and elementary education systems, including coordination and alignment in engaging and supporting families and improving transitions for children along the birth-through-third grade continuum, in accordance with applicable privacy laws.

General:

Strength:

Applicant's implementation plan is based on the data that indicates a wide disparity in the achievement levels of the targeted population and has developed a plan to close the gaps. The Freeman Initiative which is a school reform movement that significantly increases the proportion of individuals served to reach scale over a specified period of time based on solutions that are linked and seamlessly integrated as evidenced by shared milestones and outcomes. These solutions will support the transition timeline established for the cradle through college to career pipeline and addresses time and resource gaps that has created the obstacles for students.

Weaknesses: None Noted

Reader's Score: 2

2. Competitive Preference Priority 2 0 or 2 Points

Quality Affordable Housing

To meet this priority, an applicant must propose to serve geographic areas that were the subject of an affordable housing transformation pursuant to a Choice Neighborhoods or HOPE VI grant awarded by the U.S. Department of Housing and Urban Development during FY 2009 or later years. To be eligible under this priority, the applicant must either: (1) be able to demonstrate that it has received a Choice Neighborhoods or HOPE VI grant; or (2) provide, in its application, a memorandum of understanding between it and a partner that is a recipient of a Choice Neighborhoods or HOPE VI grant. The memorandum must indicate a commitment on the part of the applicant and partner to coordinate implementation and align resources to the greatest extent practicable.

General:

Strengths: None noted

Weaknesses: Applicant did not apply for Competitive Preference Priority 2: Promise Zones

This priority is for projects that are designed to serve and coordinate with a federally designated Promise Zone.

Reader's Score: 0

**3. Competitive Preference Priority 3
0 or 2 Points**

Promise Zones

This priority is for projects that are designed to serve and coordinate with a federally designated Promise Zone.

General:

Strengths: None noted

Weaknesses: Applicant did not apply for Competitive Preference Priority 3:
Promise Zones

Reader's Score: 0

**4. Competitive Preference Priority 4
0 or 2 Points**

High School and Transition to College

Increasing the number and proportion of high-need students who are academically prepared for, enroll in, or complete on time college, other postsecondary education, or other career and technical education.

General:

Strengths:

Applicant indicates that the high school graduation rate is 69% and only 8.3% of adults have college degrees. Eighty percent of students who do attend college must take at least one remedial English or mathematics class. Applicant will use the Freeman Initiative that includes a continuum of solutions with no time or resource gaps. It contains six evidence based solutions that meet the evidence standards of What Works Clearinghouses' protocols without reservations. At the core of these solutions is a comprehensive re-organization of the elementary and high school instructional programs that prepares all students to master new rigorous state standards. There is a multi-disciplinary treatment team and interagency data system that coordinates resources and maintains data from more than 25 organizations. e18

Weaknesses: None Noted

Reader's Score: 2

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Technical Review Coversheet

Applicant: Paskenta Band of Nomlaki Indians (U215N160003)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	15	15
Quality of Project Design		
1. Project Design	30	30
Quality of Project Services		
1. Project Services	20	20
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Adequacy of Resources	15	15
Sub Total	100	100
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority		
1. Priority	2	2
2. Priority	2	0
3. Priority	2	0
4. Priority	2	2
Sub Total	8	4
Total	108	104

Technical Review Form

Panel #2 - Panel - 3: 84.215N

Reader #2: *****

Applicant: Paskenta Band of Nomlaki Indians (U215N160003)

Questions

Selection Criteria - Need for Project

1. 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.

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

The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

Suggested Point Ranges: Not Addressed: 0; Poorly Developed: 1-5; Adequately Developed: 6-10; Strongly Developed: 11-14; Fully Developed: 15

General:

Strengths:

1. The applicant demonstrates a very strong needs assessment that was completed during the last four years involving multiple partners. (pe28)
2. The needs assessment and segmentation analysis completed during a four-year planning process includes the appropriate data needed to capture outcomes on the 15 PN indicators (pe28)
3. The applicant's segmentation analysis process was designed to identify the children and families with the highest needs. (pe29)
4. The applicant's segmentation analysis successfully captured data to identify specific needs of the different sub-populations in the birth – college range, providing data that was used to design appropriate solutions for each sub-group. (pe29-e35)
5. The applicant successfully demonstrated the factors with specific data and data sources known to negatively impact school and academic success (e29-e35)
6. Successfully demonstrates the geographic area to be served, including a list of all the schools serving the tribal community.
7. Demonstrates the exact geographic area by zip code, census tract and medical services study area (pe36)
8. Successfully completed an asset mapping process in addition to their data analysis and segmentation analysis that showed six gaps or weaknesses in services. (pe37)
9. Provided very detailed information on each of the six identified gaps including data on the nature and magnitude of the gaps or weaknesses and a proposed solution. (e38)
10. The identification of the gaps and weaknesses included a theoretical framework showing how these gaps impacted each other (e37)

Reader's Score: 15

Selection Criteria - Quality of Project Design

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.

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

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.

The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

The extent to which the proposed project is supported by strong theory.

Suggested Point Ranges: Not Addressed: 0; Poorly Developed: 1-11; Adequately Developed: 12-23; Strongly Developed: 24-29; Fully Developed: 30

General:

Strengths:

1. Demonstrates a community wide process with extensive meetings that pooled local resources from over 25 organizations to review data on needs and the development of a continuum of solutions based on strong evidence. (e39)
2. A detailed description of how the segmentation analysis was used to design appropriate solutions for each segment of the targeted population, included children ages 0-5 years and their families (e41); (e47) K-3;K-6(e49); K-8 (e50-56) ;4-8 (e51); High School and College (e57-64). A great understanding of the needs of each segment was given with a thorough description of the process for each proposed solution within each segment.
3. The implementation plan included providing services for English Learners, which includes the majority of the population within this community. (e53)
4. The proposed solutions included strategies to address family and community needs as well as student's academic needs (e64) by offering solutions that address family and community risk indicators.
5. A thorough description of how the continuum of solutions will be scaled up over time was given for each segmented solution.
6. The applicant iterated that the PN continuum of solutions will be available to tribal members that don't attend partner schools as well as school members that are not part of the identified school districts. (e39)
7. The evidence for each proposed solution was given a medium effect with significant findings rating by the What Works Clearinghouse. (e39)
8. Each solution in the continuum included a chart that gave the target population for the solution, the evidence from the What Works Clearinghouse, and the solutions' intended outcomes. (e41-72) In addition, the research references included randomized trials and strong internal validity for each solution. (e69-72)
9. The collaborating partners for each evidence-based solution were provided within the chart, showing the seamless access to services, as well as partner's commitment to using best evidence solutions. (e41-72)
10. The appendix included studies showing strong evidence for each of the proposed solutions (appendix G)
11. Demonstrated extensive and appropriate formal partnerships including federal, state, local and private funds that will be used to implement a continuum of solutions through signed MOU and letters of commitment (e73-75)and Appendix C)
12. Demonstrated additional support through 20 informal partnerships where local agencies agree to support the continuum of solutions by making their services available to the Initiative and by providing data. (e75)
13. Clearly demonstrates a well-developed performance measurement system with all indicators required by the NIA. The goals for reaching the intended indicators are specific, measurable and will be made available in a timely manner. (e75-79)
14. Clearly defines objective performance measures for each solution, how they will be collected, what tool will be used to collect, timeline for collection, the intended outcomes and both short and long-term goals. (e76-79)
15. Provides a strong approach for collecting qualitative data through focus groups, key informant interviews, classroom observations, and service feedback forms that involves community members, students, families, teachers and administrators (e75-76)
16. The proposed project activities and objectives are supported by strong theory through logic models included in Appendix G. The logic mode included inputs, activities (solutions), outputs as well as short, medium and long term

Reader's Score: 30

Selection Criteria - Quality of Project Services

- 1. The likelihood that the services to be provided by the proposed project will lead to improvement in the achievement of students as measured against rigorous academic standards.**

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.

Suggested Point Ranges: Not Addressed: 0; Poorly Developed: 1-6; Adequately Developed: 7-13; Strongly Developed: 14-19; Fully Developed: 20

General:

Strengths:

1. A very strong segmentation analysis allowed the applicant to drill down to curriculum content that impacts student achievement and to develop strong solutions to support the development of the skills covered in each content area for each segment of the population. (e82-84)
2. A strong process for checking in on benchmark progress at least three times each year will provide on-going opportunities to refine the solutions, increasing the likelihood of achieving the intended outcomes. (e85)
3. Provides details about a well-integrated data system that tracks student achievement in real time and provides access to individual student data as well as aggregate data upon which teachers can make decisions about instructional strategies and refinements (e85)
4. Describes a process for regular data reporting that can be used to make adjustments in real time (e86)
5. Plans to hold communities of practice regularly to review data and make recommendations for improvement (e86)
6. Proposes a strong expectation of accountability by designing a process that holds partners accountable for their performance. The process includes an Interagency Data System and an accompanying Community Score Card as well as a strong management plan. (e86)
7. Strong and robust data sharing agreements have been developed by community partners. (e100)
8. Strong performance-based purchase of service agreements will be used to hold partners accountable (e87)
9. Formal partnerships were supported by a signed MOU which outlined the visions, theories of action, theories of change and accountability measures for the Tribe, the school districts involved, the local county health services agency and the organization, which will provide family and community solutions. (e169-177)

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

- 1. Working with the neighborhood and its residents; the schools; the LEA in which those schools are located; Federal, State, and local government leaders; and other service providers.**

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.

Suggested Point Ranges: Not Addressed: 0; Poorly Developed: 1-6; Adequately Developed: 7-13; Strongly Developed: 14-19; Fully Developed: 20

General:

1. A comprehensive and inclusive process including the neighborhood, schools, local public officials and other service providers was utilized during the planning phase of this initiative and there is strong indication that the process will be included into the implementation phase (e88-100)
2. Provides a plan for community members to participate through sub-committees and/or on the Continuous Improvement Teams to review data and make improvement recommendations (e89)
3. A strong school reform effort is outlined, involving local education agencies and schools will include a clear focus, strong leadership, parent/community involvement, high-quality early learning programs, monitoring, accountability and assessment, data sharing and professional development. (e90-92)
4. Provides a chart of the management structure among both formal and informal partners (e94)
5. Clearly states the desire and skills to transform data into knowledge through a comprehensive and well- designed integrated, longitudinal data system (e96-100)
6. Proposes a strong plan for collecting data to be analyzed and used for on-going decision-making, learning and continuous improvement (e96)
7. The Integrated Data System (IDS) collects both client level and community level data. Data is used for a continuous improvement process for accountability as well as for driving improvement. (e97)
8. The IDS is linked with both districts' data systems and is uploaded into the state education data system. (e98)
9. A robust data system is shown and has three integrated systems: a client management system for coordinated service delivery; neighborhood and school level data; and a longitudinal data system. ScoreCard reporting is a model that can use data across systems for real time reporting (e99)
10. A plan for appropriate and ethical use of data is outlined (e97)

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. **The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.**

The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., LEAs, city government, other nonprofits) critical to the project's long-term success; or more than one of these types of evidence.

Suggested Point Ranges: Not Addressed: 0; Poorly Developed: 1-5; Adequately Developed: 6-10; Strongly Developed: 11-14; Fully Developed: 15

General:

Strengths:

1. A strong commitment for resources and services from partners allows this project to serve a greater number of children and families with a wider array of support with very reasonable costs (e1010)
2. Details are provided about the cost per child per solution for the continuation of the project past the grant funding period (e101-105)
3. Strong financial support is committed by the Tribe, local school districts, the local health department, a community agency and a private business. (e101-105)
4. A thorough plan for a multi-year operating model is included, containing a commitment to funding the continuum of supports to scale after the grant funding ends. (e112-113)
5. Memorandum of Understanding stating the operating model and plan and including 2 years of additional financial support are included in the Appendix (Appendix C)

Reader's Score: 15

Priority Questions

Competitive Preference Priority - Competitive Preference Priority

1. Competitive Preference Priority 1 0 or 2 Points

Improving Early Learning Development and Outcomes

Projects that are designed to improve early learning and development outcomes across one or more of the essential domains of school readiness (as defined in this notice) for children from birth through third grade (or for any age group within this range) through a focus on improving the coordination and alignment among early learning and development systems and between such systems and elementary education systems, including coordination and alignment in engaging and supporting families and improving transitions for children along the birth-through-third grade continuum, in accordance with applicable privacy laws.

General:

Strengths:

1. Shows success in creating an Early Learning Network consisting of a elementary school district and 14 organizations providing educational, health and social services to the 0-grade 3 population (e113)
2. The Early Learning Network coordinates programs that impact outcomes related to child development, school readiness and primary grade achievement that matches the indicators required by this NIA (e113)
3. The Early Learning Network is designed to ensure all children K-3 can meet grade level standards (e115-116)

Reader's Score: 2

2. Competitive Preference Priority 2 0 or 2 Points

Quality Affordable Housing

To meet this priority, an applicant must propose to serve geographic areas that were the subject of an affordable housing transformation pursuant to a Choice Neighborhoods or HOPE VI grant awarded by the U.S. Department of Housing and Urban Development during FY 2009 or later years. To be eligible under this priority, the applicant must either: (1) be able to demonstrate that it has received a Choice Neighborhoods or HOPE VI grant; or (2) provide, in its application, a memorandum of understanding between it and a partner that is a recipient of a Choice Neighborhoods or HOPE VI grant. The memorandum must indicate a commitment on the part of the applicant and partner to coordinate implementation and align resources to the greatest extent practicable.

General:

The applicant didn't apply for Competitive Preference Priority 2

Reader's Score: 0

3. Competitive Preference Priority 3 0 or 2 Points

Promise Zones

This priority is for projects that are designed to serve and coordinate with a federally designated Promise Zone.

General:

The applicant didn't apply for Competitive Preference Priority 3

Reader's Score: 0

**4. Competitive Preference Priority 4
0 or 2 Points**

High School and Transition to College

Increasing the number and proportion of high-need students who are academically prepared for, enroll in, or complete on time college, other postsecondary education, or other career and technical education.

General:

Strengths:

- 1) Recognizes the critical nature of the early years by proposing a strong plan for building on early childhood and elementary grade academic readiness indicators. The applicant clearly recognizes the critical importance of building a strong foundation in the early years as a strategy that will enhance a student's ability to do well in high school and transition to college or career. (e116)
- 2) Provides a detailed approach for each ninth grader to take a career exploration course, developing a college and career plan and assessing the plan in a regularly scheduled timeframe and with a specific method throughout high school. (e116 – 120)
- 3) Offers a comprehensive, detailed plan for college and career exploration that includes tutorial services, exposure to postsecondary and career options early in high school, information on financial assistance, assistance in completing financial and admissions forms, assistance preparing for college exams, dual enrollment options and career pathways. (e116-120)

Reader's Score: 2

Status: Submitted
Last Updated: 10/21/2016 05:32 PM

Status: Submitted

Last Updated: 10/21/2016 02:34 PM

Technical Review Coversheet

Applicant: Paskenta Band of Nomlaki Indians (U215N160003)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	15	15
Quality of Project Design		
1. Project Design	30	30
Quality of Project Services		
1. Project Services	20	20
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Adequacy of Resources	15	15
Sub Total	100	100
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority		
1. Priority	2	2
2. Priority	2	0
3. Priority	2	0
4. Priority	2	2
Sub Total	8	4
Total	108	104

Technical Review Form

Panel #2 - Panel - 3: 84.215N

Reader #3: *****

Applicant: Paskenta Band of Nomlaki Indians (U215N160003)

Questions

Selection Criteria - Need for Project

1. 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.

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

The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

Suggested Point Ranges: Not Addressed: 0; Poorly Developed: 1-5; Adequately Developed: 6-10; Strongly Developed: 11-14; Fully Developed: 15

General:

Strengths:

The Corning-Paskenta Tribal Community is one of the neediest areas in the United States. The applicant stated that the community is served by two school districts (Corning Union Elementary School District and Corning Union High School District). Both are designated by the U.S. Department of Education as rural, low income school districts (RLIS). The applicant has sufficiently demonstrated for Indicator #1 that Ninety-four percent of children (0-5) have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health. The applicant noted the following indicators of need: unhealthy newborns, high levels of child abuse, lack of well child care (medical and dental), lack of nutritional foods for children, low levels of parent-child interaction; teen parents, children not entering preschool and not ready for kindergarten. (p.4-11, 19)

The applicant clearly defines the geographical area that the proposed project will serve. The Corning-Paskenta Tribal Community has eight schools from two districts - Corning Union Elementary School District (K-8) and Corning Union High School District (9-12) serving 2,993 students. The applicant also included a table that provides an overview of the target school demographics for the proposed project. (p.12)

The applicant clearly details a plan of specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. The applicant provided a comprehensive table that details the proposed solution for the proposed project. (p.14)

Weaknesses:

None noted.

Reader's Score: 15

Selection Criteria - Quality of Project Design

- 1. 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.**

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

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.

The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

The extent to which the proposed project is supported by strong theory.

Suggested Point Ranges: Not Addressed: 0; Poorly Developed: 1-11; Adequately Developed: 12-23; Strongly Developed: 24-29; Fully Developed: 30

General:

Strengths:

The applicant provided a comprehensive table that clearly describes an implementation plan to create a complete continuum of solutions. The applicant clearly states the gaps and weaknesses, nature of gaps and weaknesses, and proposed solutions for the proposed project. The data analysis, segmentation, and asset mapping process revealed six major gaps and weaknesses. The applicant provided a description of each of the gaps or weaknesses in services, infrastructure, or opportunities that have been identified during the data analysis and segmentation process. (p.13-14)

The applicant provided a comprehensive chart demonstrating the proposed solutions are based on the best available evidence including, strong or moderate evidence. The applicant stated that there is extensive evidence that ALL proposed solutions are based on the best available evidence including WWC "Strong" and "Moderate" ratings for the K-12 solutions. The applicant includes References and their corresponding web links or directions to the attached studies located in the proposed project. (Appendix F) In addition, a discussion of the relevance of the studies to the proposed initiative is included in the proposed project. And a detailed description of the evidence provided by the studies is included in the proposed project. (p.44-48)

The applicant provided a comprehensive overview of existing neighborhood assets and programs supported by Federal, State, local, and private funds for the proposed project. The applicant stated that The Freeman Initiative has garnered an extensive amount of collaboration and resources. The applicant clearly details each entity's contribution for the proposed project. (p.49-50)

The applicant provided comprehensive methods of evaluation that includes the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. The applicant has provided an adequate plan for program evaluation. They have listed program objectives and appropriately linked them to evaluation measures. Both qualitative and quantitative data will be collected and will provide a comprehensive overview of programmatic outcomes. The applicant has provided details and specified intervals that show how periodic feedback will occur. The applicant has provided plans that depict how and when data will be utilized to remediate the program as needed, which will ensure that short, medium and long term program goals will be met. (p. 52-55)

The applicant provided a comprehensive Strong Theory chart that clearly depicts inputs, activities, outputs, short-term outcomes, medium-term outcomes, and long-term outcomes for all ages in the proposed project. The Freeman Initiative chose solutions that meet the specific needs of the Corning-Paskenta Tribal Community. These solutions were chosen by stakeholders including community and tribal leaders and experts in early childhood, K-12, and college and career

readiness. Each solution has been proven to work with similar populations and will lead to the Initiative's desired results. The applicant provided detailed logic models that consist of multiple diagrams that show the relationship between program solutions and the interrelationship between needs, inputs, outputs, and outcomes within each solution. (p.56)

Weaknesses:

None noted.

Reader's Score: 30

Selection Criteria - Quality of Project Services

- 1. The likelihood that the services to be provided by the proposed project will lead to improvement in the achievement of students as measured against rigorous academic standards.**

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.

Suggested Point Ranges: Not Addressed: 0; Poorly Developed: 1-6; Adequately Developed: 7-13; Strongly Developed: 14-19; Fully Developed: 20

General:

Strengths:

The Freeman Initiative's ambitious, rigorous, and comprehensive interventions address the most important gaps in the instructional programs in both the community's elementary and high school districts. This school reform model is based on a segmented analysis of student learning and current instructional programs. Data was segmented to identify grade level deficiencies and key "points of entry" where modifications in instructional programs will bring about immediate and substantial changes in student learning. These key "points of entry" address specific rigorous Common Core academic standards. The Initiative took the segmentation analysis even further by identifying specific standards to be addressed by each strategy at each grade level. The rationale for this analysis is to focus instruction on areas of greatest weakness and potential benefit. (p.57-60)

The strength of the Freeman Initiative is its formal and informal partnerships. The applicant's formal partnerships are specifically delineated in the attached memorandum of understanding. Additionally, there are over 20 informal partnerships whose services are linked through case management. (p.62-63)

Weaknesses:

None noted.

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

- 1. Working with the neighborhood and its residents; the schools; the LEA in which those schools are located; Federal, State, and local government leaders; and other service providers.**

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.

Suggested Point Ranges: Not Addressed: 0; Poorly Developed: 1-6; Adequately Developed: 7-13; Strongly Developed: 14-19; Fully Developed: 20

General:

Strengths:

The applicant provided a detailed table that clearly describes the LEAs working with federal, state, and local government leaders; and service providers. The applicant provided a comprehensive overview of each entity and how they work with the neighborhood and its residents. The applicant noted that Federal, state, local government and tribal leaders have participated in planning activities. Officials from the U.S. Department of Education, Bureau of Justice Affairs, Administration for Native Americans, Bureau of Indian Affairs, and the U.S. Department of Health and Human Services have all provided support, including experts who have provided personal assistance during visits to the Corning-Paskenta Tribal Community. (p.64-70)

The applicant provided a comprehensive overview for collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability. The Freeman Initiative's comprehensive continuous improvement plan includes procedures designed to document the implementation process, including capturing a description of the lessons learned and best practices. The continuous improvement process for planning and decision-making is linked back to specific questions, goals, and problems identified through previous improvement processes, assessment data, or observations. The Freeman Initiative will be using four processes based on best practices in continuous development. The goal of the continuous improvement process is to promote accountability and document the implementation process, including lessons learned and best practices. The Freeman Initiative has developed process and outcome accountability questions to guide the Continuous Improvement Team's efforts. Data from these questions is used to make evidence-based program improvements and to measure the Initiative's progress toward achieving its targeted outcomes. The applicant stated that a major outcome of the Promise Neighborhood Planning Grant was the development of the longitudinal, Inter-Agency Data System (IDS) and accompanying ScoreCard summary reporting module. (p.72-76)

Weaknesses:

None noted.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

- 1. The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.**

The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., LEAs, city government, other nonprofits) critical to the project's long-term success; or more than one of these types of evidence.

Suggested Point Ranges: Not Addressed: 0; Poorly Developed: 1-5; Adequately Developed: 6-10; Strongly Developed: 11-14; Fully Developed: 15

General:

The applicant costs are reasonable in relation to the number to be served in the proposed project. The applicant stated that The Freeman Initiative has worked with all the partners to keep program costs reasonable in relation to the number served and the anticipated results. The total amount of requested federal funds is \$14,857,240 over the five-year period. The lower requested amount of federal funds reflects the strong commitment of local partners. In the first year, the Initiative will impact approximately 4,800 individuals with the number of people served increasing annually. The first year average cost (across solutions) is \$625 per individual. By the fifth year, the Initiative will serve approximately 6,000

individuals for an average cost (across solutions) of \$501 per individual. The following applicant included a detailed description of the number of individuals to be served, expected results and benefits, and annual goals for evaluating progress in leveraging resources. (p.77-81)

The applicant provided a comprehensive table that clearly demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan. The Tribe and its Partners have currently garnered commitments for two years of programming beyond federal implementation funding. The applicant included MOU's and letters of commitment for the amount of leveraged resources for each of the next seven years. Additionally, the applicant provided evidence of sources of matching funds that have been secured for 2022 and 2023. (p.80-81)

Weaknesses:

None noted.

Reader's Score: 15

Priority Questions

Competitive Preference Priority - Competitive Preference Priority

1. Competitive Preference Priority 1 0 or 2 Points

Improving Early Learning Development and Outcomes

Projects that are designed to improve early learning and development outcomes across one or more of the essential domains of school readiness (as defined in this notice) for children from birth through third grade (or for any age group within this range) through a focus on improving the coordination and alignment among early learning and development systems and between such systems and elementary education systems, including coordination and alignment in engaging and supporting families and improving transitions for children along the birth-through-third grade continuum, in accordance with applicable privacy laws.

General:

Strengths:

The applicant has provided an appropriate plan for meeting the needs of students in low performing schools. They have demonstrated the need for their program and described the achievement gap among underrepresented students in the proposed project. The applicant has an appropriate plan to close the gaps and weaknesses and accomplish their established goals. The Freeman Initiative is largely a school reform movement. RBI, NAVIGATE, and College and Career Readiness will impact every K-12 classroom in their respective districts. RBI strategies will be taught daily to ensure K-8 students develop necessary skills required by the State's new rigorous standards. NAVIGATE includes school-wide strategies such as lower class size, team teaching, and extra-curricular learning opportunities. College and Career Readiness begins engaging students in 9th grade with research-based strategies that prepare students for post-secondary educational programs and careers. (p.66) They have evidence-based programs in place to meet the needs of the target population. The Freeman Initiative's implementation plan significantly increases the proportion of individuals served and will reach scale over time. These solutions are linked and integrated seamlessly as evidenced by shared milestones and outcomes. The solutions support transitional time periods along the cradle through college to career pipeline and address time and resource gaps that have created obstacles for students in making full academic progress. (p.16) The applicant provided a comprehensive overview for focusing on coordination and alignment of programs appropriately to improve inter-agency coordination and to keep staff focused on outcomes. The applicant's effective partnerships will allow sufficient support for the program to be successful.

Reader's Score: 2

2. Competitive Preference Priority 2
0 or 2 Points

Quality Affordable Housing

To meet this priority, an applicant must propose to serve geographic areas that were the subject of an affordable housing transformation pursuant to a Choice Neighborhoods or HOPE VI grant awarded by the U.S. Department of Housing and Urban Development during FY 2009 or later years. To be eligible under this priority, the applicant must either: (1) be able to demonstrate that it has received a Choice Neighborhoods or HOPE VI grant; or (2) provide, in its application, a memorandum of understanding between it and a partner that is a recipient of a Choice Neighborhoods or HOPE VI grant. The memorandum must indicate a commitment on the part of the applicant and partner to coordinate implementation and align resources to the greatest extent practicable.

General:

Strengths: None Noted

Weaknesses:

The applicant does not propose a complete project that meets the qualifications for Competitive Preference Priority 2.

Reader's Score: 0

3. Competitive Preference Priority 3
0 or 2 Points

Promise Zones

This priority is for projects that are designed to serve and coordinate with a federally designated Promise Zone.

General:

Strengths: None Noted

Weaknesses: The applicant does not propose a complete project that meets the qualifications for Competitive Preference Priority 3.

Reader's Score: 0

4. Competitive Preference Priority 4
0 or 2 Points

High School and Transition to College

Increasing the number and proportion of high-need students who are academically prepared for, enroll in, or complete on time college, other postsecondary education, or other career and technical education.

General:

Strengths:

The applicant provided an appropriate process for the projects that is supported by moderate evidence of effectiveness.

The applicant provided two research citations. (p.17) The Freeman Initiative has developed a complete continuum of solutions based on four years of planning. The Tribe and its partners built community support by engaging and empowering community members to make decisions about their own community. Stakeholders in consultation with experts selected solutions that build upon local resources from over 25 organizations to create measurable and lasting results. This complete continuum of solutions addresses the complex, interconnected issues in the neighborhood and is without time or resource gaps. The continuum addresses: a) early learning through grade 12; b) college and career readiness; and c) family and community supports. (p.15)

Reader's Score: 2

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