

**Native Youth Initiative for Leadership,  
Empowerment, and Development  
(I-LEAD):  
Panel Review Webinar**

**July 15, 2016 3 – 4pm Eastern**

# Today's Presenters

- Carmelia Strickland,  
Director of the  
Division of Program  
Operations



- Joshua Marshall,  
Project Consultant  
for Division of Policy



- Christina Clark,  
Program Specialist,  
Division of Program  
Operations



# About ANA



- The Native American Programs Act (NAPA) authorizes ANA to provide financial assistance in the form of grants, contracts, and agreements for the purpose of promoting the economic and social self-sufficiency of Native Americans.
- Under NAPA's authority, ANA provides funding for community based projects and training and technical assistance to eligible tribes and Native organizations.
- In providing such funding ,ANA is guided by its vision: **Native communities are thriving!**

# Webinar Agenda

- ❖ **Special Message from Commissioner Sparks Robinson**
- ❖ **Background and Purpose of I-LEAD**
- ❖ **Understand the I-LEAD FOA Evaluation Criteria**
- ❖ **Using Scoring Guide**
- ❖ **Panel Review Contacts and Timeline**
- ❖ **Questions and Answers session**

# A Message from the Commissioner



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**Lillian Sparks Robinson**  
Commissioner,  
Administration  
for Native  
Americans

# Introduction to the Native Youth Initiative for Leadership, Empowerment, and Development (I-LEAD) Opportunity Announcement (FOA)



You can find the FOA online by visiting: <https://ami.grantsolutions.gov/office/ana>



# GENERATION INDIGENOUS



- ❖ **Generation Indigenous (Gen-I)** was launched in December 2014 by President Obama after his and the First Lady’s visit to the Standing Rock Sioux Indian Nation in North Dakota where they met with local youth who shared their struggles and their inspiring personal stories of hope, determination, and resilience.
- ❖ As part of Gen-I, the President directed staff to **“find new avenues of opportunity for our Native youth . . . [because] if we do, there’s no question of the great things they can achieve – not just for their own families but for their nation and for the United States.”**
- ❖ This FOA extends Gen-I through ANA’s Social and Economic Development Strategies (SEDS) program area to help improve the lives of Native youth by promoting models of resiliency as well as the development of national and local models, policies, and programs to mobilize and cultivate the next generation of Native adults, parents, and leaders.

# ANA and Gen-I



# I-LEAD Program Description

The purpose of the I-LEAD Program is—

- To support local community projects that foster Native youth resiliency, and
- Empower Native youth across **four broad domains of activity**:
  - Native youth **leading** (leadership development)
  - Native youth **connecting** (building positive identity, community connections, and social-emotional health)
  - Native youth **learning** (educational success)
  - Native youth **working** (workforce readiness)



# Native Youth Leading

Projects that promote Native youth leadership skills and development.



# Native Youth Connecting

Projects that create models resiliency; foster the development of a strong sense of identity; develop skills to cope with challenges; support Native youth to access internal and external resources to make positive choices; foster protective factors; develop parenting resources; create safe spaces; and re connect with traditional healing



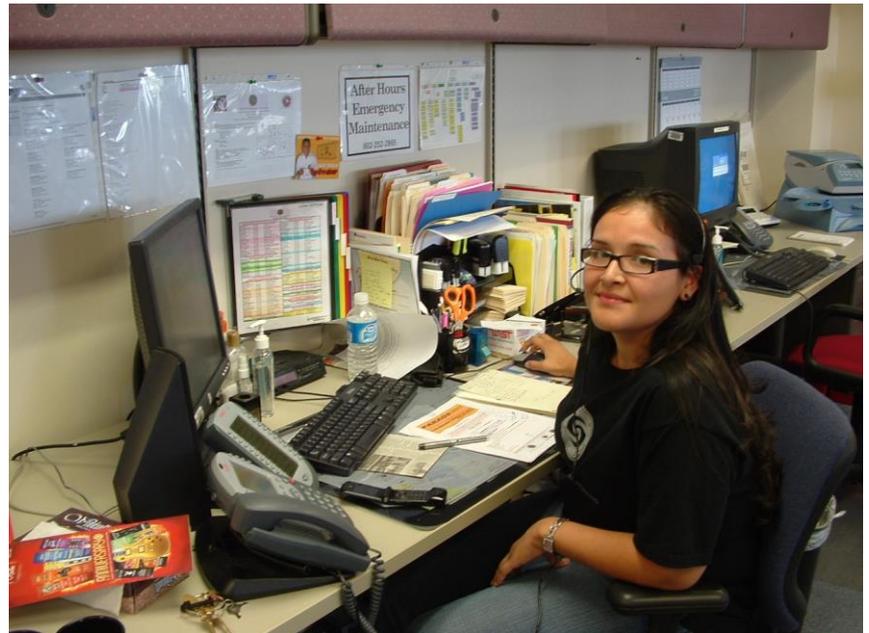
# Native Youth Learning

Projects that foster and promote Native youth engagement in school and learning and investments in their success.



# Native Youth Working

Projects that support Native youth to develop positive work habits, support working effectively in groups, and encourage youth to engage in public service work



# Understanding and Applying the I-LEAD Evaluation Criteria

*Note: You can find  
the evaluation  
criteria in Section  
V.1 of the I-LEAD  
FOA*



# I-LEAD Funding Opportunity Announcement: Panel Review

Next we will cover ...

- ❖ ANA's multi-stage panel review process
- ❖ Application Evaluation Criteria
- ❖ Scoring Guide



# ANA's Two-Stage Review Process

As described in the I-LEAD FOA, ANA conducts a two-stage competitive review process comprised of:

1. **Peer panel review to evaluate the submitted application against the published evaluation criteria.** External peer reviewers help ANA identify those applications most responsive to the evaluation criteria established in the FOA. ANA convenes peer reviewers to serve on panels to read and evaluate the quality of grant applications.
2. **ANA internal review of ranked proposed projects**  
Staff review applications starting at the highest ranked project proposal, and reading down until funding has been exhausted. Staff ensure projects and their proposed activities align with ANA and ACF policies, as well as the priorities of the program

# QUIZ TIME



# Evaluation Criteria

- ❖ As part of ANA's commitment to unbiased review, all applications submitted to ANA are evaluated by review panels (that's you!) according to criteria established by ANA and published in the FOA. Peer reviewers evaluate grant applications solely on how the applications address the published evaluation criteria.
- ❖ The evaluation criteria for I-LEAD include **Need for Assistance, Outcomes Expected, Approach, and Budget and Budget Justification.**
- ❖ The relative weight of each of the evaluation criteria are defined in the FOA and reflected in the scoring guide that is also reflected in the FOA.
- ❖ All reviewers must address all sub-criterion of each of the four Evaluation Criteria.

# Need for Assistance (10 pts)

***To evaluate the Need for Assistance, reviewers will consider the extent to which the application:***

- Provides a clear and concise description of the current needs of Native youth in the community or problems affecting Native youth that require a solution.
- Clearly describes the sources of information that were relied on to identify the needs of youth in the community.

# Outcomes Expected (35 pts)

***To evaluate the Outcomes Expected, reviewers will consider the extent to which the application:***

- Provides a one to two sentence project goal statement that describes what the project is intended to accomplish and is linked to the Objectives and Need for Assistance using such words as decrease, deliver, develop, establish, improve, increase, produce, or provide or similar terms that fully describe the overall project.
- Clearly describes the changes intended to result from project activities or interventions (outcomes) at the individual, organizational, and community level.
- Provides a clear explanation of how desired outcomes reflect the unique needs of the youth and community to be served.
- Clearly identified how project outcomes relate to one or more of the four broad domains: Native youth leading (leadership development), Native youth working (workforce readiness), Native youth connecting (building positive identity and community connection), Native youth learning (educational success).
- Describes in detail the process planned for assessing progress on achieving desired outcomes over the course of the project.

# Outcomes Expected: Expectations

With respect to sub-criteria #4, reviewers must evaluate the extent to which the application clearly identified how project outcomes relate to **one or more of the four broad domains**:

- Native youth leading (leadership development),
- Native youth working (workforce readiness),
- Native youth connecting (building positive identity and community connection), or
- Native youth learning (educational success).

# Approach (40 pts)

***To evaluate Approach, reviewers will consider the extent to which the applicant:***

- Clearly outlines a plan of action that describes how the project will be accomplished.
- Identifies potential obstacles or challenges to accomplishing the project goal and provides strategies for addressing them.
- Clearly and in detail describes how the input of Native youth was used in developing the project and how on-going youth participation will be maintained during the project period.
- Identifies and clearly describes indicators of change that are both qualitative (e.g., changes in health, how lives were changed) and quantitative (e.g., counts of youth served, counts of services offered) as well as methods for assessing and documenting such changes.
- Describes existing partnerships as well as partnerships that will be developed, maintained, and used to support the project.
- Describes what systems or procedures are already in place or need to be put in place in order to ensure key activities in the project will be completed.
- Identifies the means by which the applicant will administer the project, including description of a project staffing plan, identification of project staff responsibilities and desired qualifications to fulfill those responsibilities.
- Clearly describes a plan for oversight and management of federal funds.
- Submits a basic logic model that presents the conceptual framework for a proposed project and explains the linkages among program elements.

# Approach: Expectations

With respect to sub-criteria #9, reviewers must evaluate the extent to which the application reflects the submission of a “basic logic model that presents the conceptual framework for a proposed project and explains the linkages among program elements.”

# Budget and Budget Justification (15 pts)

*To evaluate the line-item budget and budget justification, reviewers will consider the extent to which the applicant:*

- Provides a comprehensive line-item budget for each project year, accounting for all expenditures (federal and non-federal) necessary to implement the project.
- Includes a budget justification for each project year, detailing cost basis and calculations to demonstrate how each line-item expenditure was derived, with vendor estimates for larger expenditures where applicable.
- Sufficiently explains all costs to be programmatically justified in relation to the proposed activities and objectives.

# Bonus Points (up to 5 pts)

*In the interest of encouraging both robust competition and significant youth involvement in the development and implementation of Native Youth I-LEAD projects, bonus points will be awarded for the extent to which the application demonstrates:*

- Letters of support from youth in the community who are intended to benefit from the project describing how they were involved in development of the project proposal and **will be involved in project implementation.**

# IMPORTANT !!

- ❖ The maximum points allocated for each of the evaluation criteria correspond to the relative importance placed on each in the peer panel review.
- ❖ Points **should be allocated by reviewers based on the extent to which the application addresses each of the sub criterion and nothing else.**

# I-LEAD Scoring Guide

Need for Assistance (10 pts)	Outcomes Expected (35 pts)	Approach (40 pts)	Budget and Budget Justification (15 pts)	Bonus (5 pts)	Guidance
0	0	0	0	0	<b>No information provided. No strengths.</b>
1-3	1-4	1-8	1-3	1-2	<b>Limited or incomplete proposal lacking detail.</b>
4-5	5-10	9-17	4-6	2-3	<b>Some incomplete discussion or insufficient detail.</b>
6-8	11-30	17-35	7-10	3-4	<b>Strong overall discussion and detail.</b>
9-10	31-35	36-40	11-15	5	<b>Detailed and compelling proposal. No weaknesses.</b>

# Scoring Guide

As reflected in the FOA, I-LEAD reviewers should use the scoring guide at page 45-46 of the FOA.

**Allocation of the maximum points** in any of the evaluation criteria demonstrates that—

- *The application reflects high quality responses and addresses all elements of the evaluation criteria with clear detail.*
- *Identified strengths are substantial with no weaknesses identified.*

# Scoring: Expectations

**Allocation of zero or less than half of the maximum points** in any of the evaluation criteria demonstrates that—

- The application reflects very weak responses or neglects to address elements of the evaluation criteria.
- Identified weaknesses are significant or numerous, and the overall quality of responses to the evaluation criteria are inadequate, with significant flaws in key elements.
- All reviewers should ensure their written comments emphasize their assessment of the strengths and weaknesses of application and directly support their score

# We Love Quizzes!



# I-LEAD Panel Review Schedule

- Draft PSR 1 to Chair– Tuesday, July 19<sup>th</sup> (12pm EST)
- Draft PSR 2 to Chair– Wednesday, July 20<sup>th</sup>
- Draft PSR 3 to Chair– Thursday, July 21<sup>st</sup>
- Draft PSR 4 to Chair– Friday, July 22<sup>nd</sup>
- Draft PSR 5 and 6 to Chair– Monday, July 25<sup>th</sup>
- Draft PSR 7 to Chair– Tuesday, July 26<sup>th</sup>
- Draft PSR 8 (if applicable) to Chair- Wednesday, July 27<sup>th</sup>
- Final discussions, revisions, and finalization of PSRs- July Friday, July 29<sup>th</sup>

# Communication Protocol

- Reviewers contact Chairperson of your Panel
- Chairperson contacts SAM
- PAM will be available and accessing the ARM system
- SAM/PAM contacts Review Director or Help Desk
- All participants may contact Review Director during process if you have any major concerns that hinder panel progress

# How to Reach Us

- **First contact your Subject Area Manager (SAM)** (insert names)
- **Tom Dannan and ANA OATS Team for ARM and conference call support**
  - Email: [ANARviewer@acf.hhs.gov](mailto:ANARviewer@acf.hhs.gov)
  - 1-877-922-9262
  - **Camille Loya, Program Area Manager (PAM)**
  - Email: [Camille.Loya@acf.hhs.gov](mailto:Camille.Loya@acf.hhs.gov)
- **Mia Strickland, Panel Review Director**
  - Email: [carmelia.strickland@acf.hhs.gov](mailto:carmelia.strickland@acf.hhs.gov)

# Q&A



- ❖ [W]e all need to work together to invest deeply – and for the long-term – in these young people, both those who are living in their tribal communities... and those living in urban areas across this country. These kids have so much promise – and we need to ensure that they have every tool, every opportunity they need to fulfill that promise.
- ❖ –First Lady Michelle Obama, April 8, 2015



Prepare for introductory call with your SAM