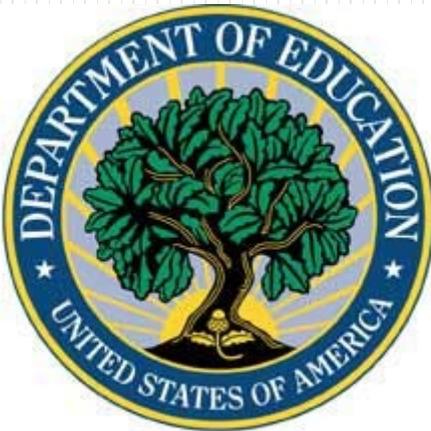


Promise Neighborhoods



Pre-Application Webinar
May 2010

Note: These slides are intended as guidance only. Please refer to the official Notice in the *Federal Register*.

Schedule for Today

<i>Topic</i>	<i>Speaker</i>
• Overview of Promise Neighborhoods	Jim
• Eligibility	Ron
• Matching Requirement	Ron
• Priorities and Selection Criteria	Larkin
10-Minute Break	
• Priorities and Selection Criteria <i>Continued</i>	Larkin
• Evidence and Evaluation	Tracy
• Application and Peer Review Process	Jill
• Important Dates and Closing	Jill

A Few Notes on Q&A

- We have budgeted time after each speaker for Q&A. Anna from the Promise Neighborhoods team will moderate the Q&A portion.
- Participants should submit their questions via the webinar “Ask a question” function
- **Please only submit questions relevant to the topic being addressed by the current speaker**
- Due to time constraints, we will not be able to answer all questions received
- If your question is not addressed, you can submit it to promiseneighborhoods@ed.gov. We cannot respond to each inquiry with an individual response, but we will regularly post answers to the most frequently asked questions on our website, www.ed.gov/programs/promiseneighborhoods/index.html
- All of the webinars also will be available on the website. Monday’s program overview webinar has already been posted.

A Few Notes on Q&A (cont'd)

What We Can Address

- Content of the Promise Neighborhoods Notices and Application
- Timeline of the program
- Application process

What We Cannot Address

- Questions about the eligibility of a specific entity
- Questions about the competitiveness of a specific entity or project design
- Substantive explanation of the rationale behind inclusion or exclusion of specific items in Promise Neighborhoods beyond what is in the *Federal Register*

Schedule for Today

<i>Topic</i>	<i>Speaker</i>
<ul style="list-style-type: none">• Overview of Promise Neighborhoods	Jim
<ul style="list-style-type: none">• Eligibility	Ron
<ul style="list-style-type: none">• Matching Requirement	Ron
<ul style="list-style-type: none">• Priorities and Selection Criteria	Larkin
10-Minute Break	
<ul style="list-style-type: none">• Priorities and Selection Criteria <i>Continued</i>	Larkin
<ul style="list-style-type: none">• Evidence and Evaluation	Tracy
<ul style="list-style-type: none">• Application and Peer Review Process	Jill
<ul style="list-style-type: none">• Important Dates and Closing	Jill

Vision

All children growing up in Promise Neighborhoods have access to effective schools and strong systems of family and community support that will prepare them to attain an excellent education and successfully transition to college and career

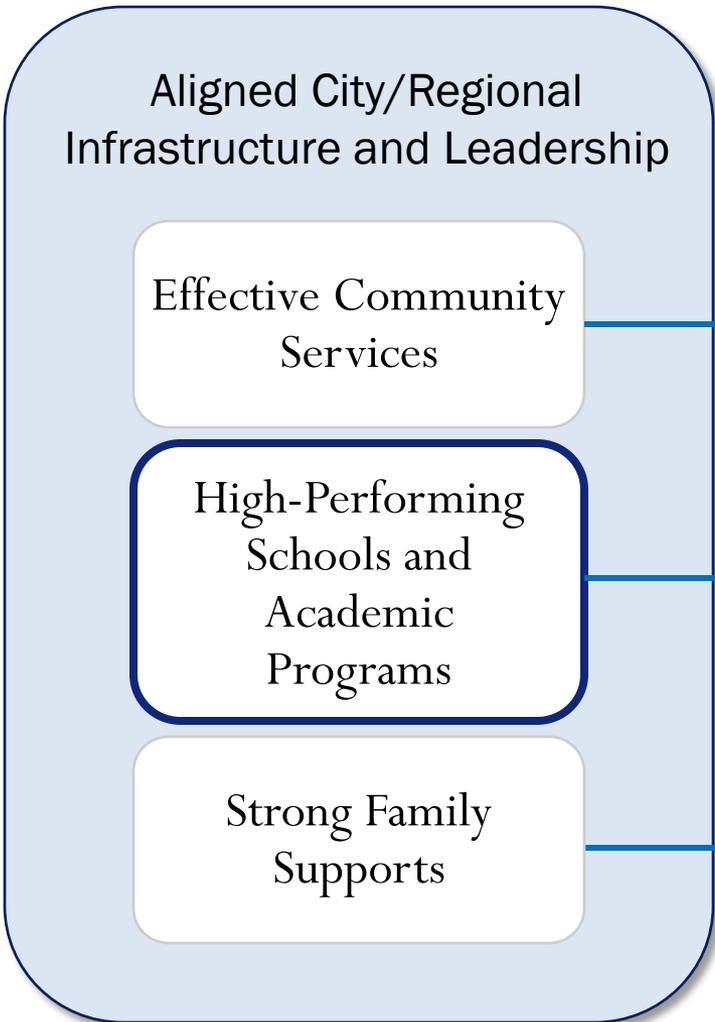
Promise Neighborhoods (PN) Background

Families/children segmented by need

Low Need

Medium Need

High Need



PN Background (cont.)

RESOURCE LEVERAGING, INTEGRATION, AND TARGETING

Private funding
(individual, corporate,
philanthropic)

**Promise
Neighborhoods
funding, support (ED)**

Other public funds,
programs (ED, HUD, HHS,
Justice, Labor USDA,
State, local, etc)

Improve outcomes shared by leaders and community

Increase capacity of organizations focused results
and building a college-going culture in neighborhoods

Build continuum of solutions (great schools at center)



Integrate other family and community supports:
health, safety, housing, family engagement, etc.

Integrate programs and break down agency “silos”

Support efforts to sustain and “scale up” proven,
effective solutions

Learn about the impact of Promise Neighborhoods

PN Program Summary

Purpose

Significantly improve outcomes of children in our most distressed communities by:

- 1) Supporting efforts to improve outcomes that are communicated and analyzed by leaders and members of community;
- 2) Identifying and increasing capacity of eligible entities focused on results from **cradle through college to career**;
- 3) Building a continuum of academic programs and family and community supports **with effective school(s) at the center**;
- 4) Integrating programs and breaking down silos between agencies;
- 5) Working with local governments to sustain and “scale up” solutions; and
- 6) Learning about overall impact of Promise Neighborhoods and relationship between particular strategies and student outcomes

Funding

Fiscal Year 2010: \$10M for up to 20 one-year planning grants

Applicants

Eligible applicants:

- Are nonprofits (which may include faith-based organizations) and institutions of higher education that are representative of neighborhood
- Must manage or partner with at least one school in the neighborhood. Also encouraged to partner with LEA, Federal, State, and local leaders, and other providers of family and community supports

Program Sequence



Schedule for Today

<i>Topic</i>	<i>Speaker</i>
<ul style="list-style-type: none">• Overview of Promise Neighborhoods	Jim
<ul style="list-style-type: none">• Eligibility	Ron
<ul style="list-style-type: none">• Matching Requirement	Ron
<ul style="list-style-type: none">• Priorities and Selection Criteria	Larkin
10-Minute Break	
<ul style="list-style-type: none">• Priorities and Selection Criteria <i>Continued</i>	Larkin
<ul style="list-style-type: none">• Evidence and Evaluation	Tracy
<ul style="list-style-type: none">• Application and Peer Review Process	Jill
<ul style="list-style-type: none">• Important Dates and Closing	Jill

Eligibility Requirements

Eligible Entity:

Nonprofit, which may include
faith-based organizations

or

Institution of
Higher Education

**TO RECEIVE A GRANT,
MUST**

- Focus on a neighborhood in which there are multiple signs of distress based on indicators of need and other relevant indicators
- Operate a school; or partner with at least one school in the neighborhood in coordination with the school's local educational agency
- Currently provide at least one of the solutions from the applicant's proposed continuum of solutions in neighborhood to be served
- Be representative of the geographic area proposed to be served

Eligibility Requirements

Eligible Entity:

Nonprofit, which may include
faith-based organizations

or

Institution of
Higher Education

In the case of a **newly created eligible entity**, the applicant must describe the prior performance of its management team in developing and managing projects or programs similar to the proposed Promise Neighborhood

Eligibility: Key Terms

Nonprofit Organization

- A nonprofit organization that meets the definition of a nonprofit under 34 CFR 77.1(c), which may include a faith-based nonprofit organization

Institution of Higher Education

- An institution of higher education as defined by section 101(a) of the Higher Education Act of 1965, as amended

Eligibility and Definitions

Eligibility for Absolute Priority 2: Rural Communities

- Must meet all the requirements in Absolute Priority 1; and
- Must serve one or more rural communities **only**

Rural community means a community that is served by an LEA that is currently eligible under the Small Rural School Achievement (SRSA) program or the Rural and Low-Income School (RLIS) program authorized under Title VI, Part B of the ESEA

Eligibility and Definitions

Eligibility for Absolute Priority 3: Tribal Communities

- Must meet all requirements in Absolute Priority 1;
- Must be an eligible entity that partners with an Indian tribe OR an Indian tribe that meets the definition of eligible entity
- Must serve **at least one** Indian tribe

Indian tribe means any Indian or Alaska Native tribe, band, nation, pueblo, village or community that the Secretary of the Interior acknowledges to exist as an Indian tribe, 25 U.S.C. 479a and 479a-1

Eligibility Requirements

Eligible Entity:

Nonprofit, which may include
faith-based organizations

or

Institution of
Higher Education

**TO RECEIVE A GRANT,
MUST**

- Focus on a neighborhood in which there are multiple signs of distress based on indicators of need and other relevant indicators
- Operate a school; or partner with at least one school in the neighborhood in coordination with the school's local educational agency
- Currently provide at least one of the solutions from the applicant's proposed continuum of solutions in neighborhood to be served
- **Be representative of the geographic area proposed to be served**

Eligibility: Key Definitions

Representative of the geographic area proposed to be served

means that residents of the geographic area proposed to be served have an **active role in decision-making** and that at least **one-third** of the eligible entity's governing board **or** advisory board is made up of--

- Residents who live in the geographic area proposed to be served;
- Residents of the city or county in which the neighborhood is located but who live outside the geographic area proposed to be served, and who are low-income (earn less than 80 percent of the area's median income);
- Public officials who serve the geographic area proposed to be served (although not more than one-half of the governing board or advisory board may be made up of public officials); or
- Some combination of individuals from the three groups listed above

Schedule for Today

<i>Topic</i>	<i>Speaker</i>
<ul style="list-style-type: none">• Overview of Promise Neighborhoods	Jim
<ul style="list-style-type: none">• Eligibility	Ron
<ul style="list-style-type: none">• Matching Requirement	Ron
<ul style="list-style-type: none">• Priorities and Selection Criteria	Larkin
10-Minute Break	
<ul style="list-style-type: none">• Priorities and Selection Criteria <i>Continued</i>	Larkin
<ul style="list-style-type: none">• Evidence and Evaluation	Tracy
<ul style="list-style-type: none">• Application and Peer Review Process	Jill
<ul style="list-style-type: none">• Important Dates and Closing	Jill

Matching Requirement

Absolute Priority of Applicant	Matching Requirement
Absolute Priority 1	At least 50 percent of grant award
Absolute Priority 2 <i>Rural Communities</i>	At least 25 percent of grant award
Absolute Priority 3 <i>Tribal Communities</i>	At least 25 percent of grant award

- **Federal funds do not count** towards the matching requirement for planning grants. Other public funds and funds from private entities do count
- Contributions may be **cash or in-kind**

Matching Requirement

Demonstrating the Match Commitment:

Each applicant must demonstrate the commitment of matching funds by including letters in its application explaining the source of the contribution, the type and quantity of the match commitment, and original signatures from the executives of organizations or agencies providing the match

Exceptional Circumstances:

- The Secretary may consider decreasing the matching requirement in the most exceptional circumstances, on a case-by-case basis
- An applicant that is unable to meet the matching requirement must include in its application a request to the Secretary to reduce the matching level requirement, including the amount of the requested reduction and a statement of the basis for the request

Schedule for Today

<i>Topic</i>	<i>Speaker</i>
<ul style="list-style-type: none">• Overview of Promise Neighborhoods• Eligibility• Matching Requirement• Priorities and Selection Criteria	<p>Jim</p> <p>Ron</p> <p>Ron</p> <p>Larkin</p>
10-Minute Break	
<ul style="list-style-type: none">• Priorities and Selection Criteria <i>Continued</i>• Evidence and Evaluation• Application and Peer Review Process• Important Dates and Closing	<p>Larkin</p> <p>Tracy</p> <p>Jill</p> <p>Jill</p>

PN Planning Notice Priorities

All applicants must apply under only one of the absolute priorities

**Absolute Priority 1 – Describe
Proposal to Plan**

**Absolute Priority 2 –
Rural Communities**

**Absolute Priority 3 –
Tribal Communities**

**Invitational
Priority**

PN Planning Notice Priorities

All applicants must apply under only one of the absolute priorities

**Absolute Priority 1 – Describe
Proposal to Plan**

**Absolute Priority 2 –
Rural Communities**

**Absolute Priority 3 –
Tribal Communities**

**Invitational
Priority**

Absolute Priority 1: Describe proposal to plan Requirements

1. Neighborhood and **level of distress**
2. How to build a **continuum of solutions**
3. Organizational **capacity** to plan and implement
4. How to **sustain** and “**scale up**” what works
5. Commitment and **alignment** with key partners
6. How to **track** available **sources** of Federal, State, and local **funds**
7. How to identify **requirements that impede** the project goals
8. How to use **data** to manage program
9. Commitment to work with **national evaluator** to learn about impact
10. Indicators for **needs assessment**

Absolute Priority 1: Requirement 1

Neighborhood and level of distress

- Describe the **geographically defined area** to be served and the level of distress in that area based on **indicators of need** and other relevant indicators
- Applicants may propose to serve multiple, non-contiguous geographically defined areas
 - In cases where target areas are not contiguous, the applicant must explain its rationale for including non-contiguous areas

Absolute Priority 1: Requirement 1

Key Definition

Indicators of need means currently available data that describe—

Academic need	Family and community support need
<p>All or a portion of the neighborhood includes or is within the attendance zone of a low-performing school that is a high school, especially one in which the graduation rate is less than 60 percent or a school that can be characterized as low-performing based on another proxy indicator, such as students' on-time progression from grade to grade; and</p>	<p>Immunization rates;</p>
<p>Other indicators, such as significant achievement gaps between subgroups of students within a school or LEA, high teacher and principal turnover, or high student absenteeism; and</p>	<p>Rates of crime, including violent crime;</p>
	<p>Student mobility rates;</p>
	<p>Teenage birth rates;</p>
	<p>Percentage of children in single-parent or no-parent families;</p>
	<p>Rates of vacant or substandard homes, including distressed public and assisted housing; or</p>
	<p>Percentage of the residents living at or below the Federal poverty threshold.</p>

Absolute Priority 1: Requirement 2

How to build a continuum of solutions

Key Definitions

Continuum of cradle-through-college-to-career solutions or **continuum of solutions** means solutions that--

- a) Include programs, policies, practices, services, systems, and supports that result in improving educational and developmental outcomes for children from cradle through college to career;
- b) Are based on the best available evidence, including, where available, strong or moderate evidence;
- c) Are linked and integrated seamlessly; and
- d) Include both **academic programs** and **family and community supports**.

Academic programs means programs that include, but are not limited to—

- a) High-quality early learning programs
- b) For children in kindergarten through the 12th grade, programs, policies, and personnel that are linked to improved academic outcomes
- c) Programs that prepare students for college and career success

Family and community supports means—

- a) Student health programs
- b) Safety programs
- c) Community stability programs
- d) Family and community engagement programs
- e) 21st century learning tools

Absolute Priority 1: Requirement 2

How to build a continuum of solutions (cont'd)

Children in
target school(s)

- Plan must ensure access to a **complete continuum of solutions**
- Applicant must identify in its application the target school or schools

Children in
neighborhood **not**
attending target
school(s)

- Plan must ensure children have **access to solutions**
- Examples of solutions are:
 - High-quality early learning
 - After-school and other programs

Absolute Priority 1: Requirement 2

Key Definitions

Persistently lowest-achieving school means, as determined by the State—

- a) Any school receiving assistance through Title I that is in improvement, corrective action, or restructuring and that—
 - (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
 - (ii) Is a high school that has had a graduation rate that is less than 60 percent over a number of years; and
- b) Any secondary school that is eligible for, but does not receive, Title I funds that—
 - (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
 - (ii) Is a high school that has had a graduation rate that is less than 60 percent over a number of years.

Absolute Priority 1: Requirement 2

Key Definitions (cont'd)

Low-performing schools means schools receiving assistance through Title I that are in corrective action or restructuring in the State, and the secondary schools (both middle and high schools) in the State that are equally as low-achieving as these Title I schools and are eligible for, but do not receive, Title I funds.

Effective school means a school that has—

- (a) Significantly closed the achievement gaps between subgroups of students within the school or district; or
- (b)(i) Demonstrated success in significantly increasing student academic achievement in the school for all subgroups of students in the school; and
- (ii) Made significant improvements in other areas, such as graduation rates (as defined in this notice) or recruitment and placement of effective teachers and effective principals.

Absolute Priority 1: Requirement 2

Types of target schools and strategies

Schools (one or more)	Required strategies
1) Persistently lowest-achieving school	One of four intervention models - turnaround model, restart model, school closure, or transformation model described in Race to the Top (RTT)
2) Low-performing school that is not also a persistently lowest-achieving school	One of four intervention models (described in RTT), or another model of sufficient ambition, rigor, and comprehensiveness to significantly improve academic and other outcomes for students
3) Effective school	Providing academic programs in a manner that significantly enhances and expands current efforts to improve the academic outcomes

Absolute Priority 1: Requirement 2

Description of proposed solutions

As part of the description of how the applicant will plan to build a continuum of solutions, an applicant must--

Propose solutions based on evidence

Propose solutions based on the best available evidence including, where available, strong or moderate evidence that the applicant will plan to implement in the geographic area proposed to be served

Describe evidence supporting solutions

Describe the evidence supporting each proposed solution

Propose partner(s) to implement solutions

Propose one or more partners that will participate in the implementation of each solution (in any case in which the applicant does not implement the solution directly)

Absolute Priority 1: Requirement 3

Organizational capacity to plan and implement

Describe the applicant's organizational capacity to plan and implement a Promise Neighborhood, including the applicant's experience and lessons learned, in all of the following areas:

Working with
the target
school(s)

Serving the
neighborhood
and residents

Collecting,
analyzing, and
using data

Creating formal
and informal
relationships

Implementing
similar efforts

- ❖ In the case of a newly created eligible entity, the applicant must describe the prior performance of its management team in developing and managing projects or programs similar to the proposed Promise Neighborhood

Absolute Priority 1: Requirement 4

How to sustain and “scale up” what works

Describe how the applicant will plan to **sustain and “scale up”** the proposed Promise Neighborhood across the broader region beyond the initial neighborhood over time

This must include a description of how the applicant will **estimate** during the planning phase the start-up and operating **costs** per child, including indirect and administrative costs, for each solution proposed in its application, and how the applicant will measure these costs during the implementation phase

Absolute Priority 1: Requirement 5

Commitment and alignment with key partners

Describe the commitment the applicant anticipates receiving from partners by--

Providing a **preliminary memorandum of understanding**, which must describe--

- Each partner's **financial and programmatic commitment**;
- How each partner's existing **vision, theory of change, theory of action**, and existing activities **align with** those of the proposed **Promise Neighborhood**; and
- The **governance structure** of the proposed Promise Neighborhood, including how the eligible entity's governing **board or advisory board is representative of the geographic area** proposed to be served

Explaining how the applicant will plan to secure a **commitment from** local, State, and Federal **government leaders to support** the continuum of solutions in the proposed Promise Neighborhood and "**scale up**" what works

Absolute Priority 1: Requirement 5

Key Definitions

Theory of action means an organization's strategy regarding how, considering its capacity and resources, it will take the necessary steps and measures to accomplish its desired results

Theory of change means an organization's beliefs about how its inputs, and early and intermediate outcomes, relate to accomplishing its long-term desired results

Absolute Priority 1: Requirement 6 and 7

Track funds and identify impediments

6. Describe how the applicant will plan to **track available sources and funding** levels of Federal, State, and local funds that could be utilized in the project
7. Describe how the applicant will plan to **identify** Federal, State, or local policies, regulations, or other requirements that would impede the applicant in achieving its goals and report those **impediments** to the Department and other relevant agencies

Absolute Priority 1: Requirement 8

How to use data to manage the program

Describe how the applicant will plan to use data to manage the program and describe-

- Its proposal to plan, build, adapt, or expand a **longitudinal data system** that measures academic and family and community support indicators;
- How the applicant will **link** the longitudinal data system **to school-based, LEA, and State data systems**;
- How the applicant will use **rapid-time data** for continuous **program improvement**; and
- How the applicant will **document the planning process**, including by describing lessons learned and best practices.

Absolute Priority 1: Requirement 9

Work with a national evaluator to learn about impact

Describe the applicant's commitment to work with the Department and with a national evaluator for Promise Neighborhoods to ensure that data collection and program design are consistent with plans to conduct a rigorous national evaluation of the Promise Neighborhoods Program during the implementation phase and of specific solutions and strategies pursued by individual grantees

Absolute Priority 1: Requirement 10

Indicators for needs assessment and key definitions

Identify and describe the academic and family and community support indicators that the applicant will use in conducting the needs assessment during the planning year

Program indicators are indicators that the Department will use only for research and evaluation purposes and for which an applicant is not required to propose solutions

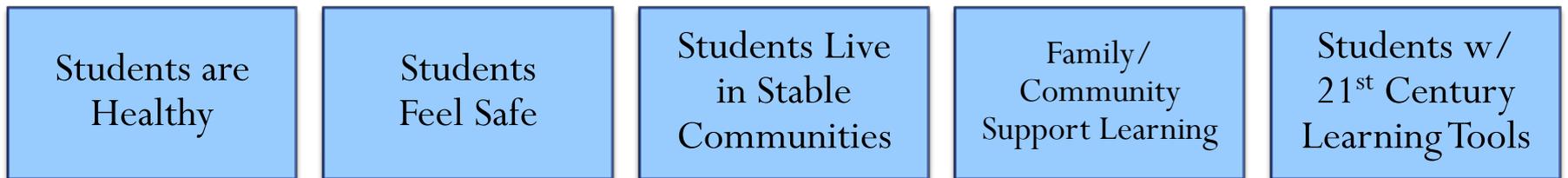
Project indicators are indicators for which an applicant proposes solutions intended to result in progress on the indicators

Absolute Priority 1: Requirement 10 Results

Academic Programs



Family and Community Supports



Absolute Priority 1: Requirement 10

Results and indicators

Academic Programs

Children Ready for Kindergarten

Indicators: #/% of young children who demonstrate age-appropriate functioning; have a medical home; and participate in early learning programs

Students Proficient in Core Subjects

Indicator: #/% of students at or above grade level according to 3rd-8th grade and high school assessments

Successful MS to HS Transition

Indicator: Attendance rate of students in sixth, seventh, eighth and ninth grades

High School Graduation

Indicator: Graduation rate in neighborhood high school

College/ Career Success

Indicator: #/% of students with post secondary degrees or other credentials w/o need for remediation



Grantees must collect data for the five academic indicators (program and project) stated above.

Absolute Priority 1: Requirement 10

Results and indicators (cont'd)

Family and Community Supports

<p style="text-align: center;">Students Are Healthy</p> <p>Indicator: #/% of children participating in 60 minutes of physical activity daily and eat five or more servings of fruits and vegetables daily</p>	<p style="text-align: center;">Students Feel Safe</p> <p>Indicator: #/% of students who feel safe at school and traveling to and from school as measured by a school climate survey</p>	<p style="text-align: center;">Students Live in Stable Communities</p> <p>Indicator: Student mobility rate (as defined in notice inviting applications)</p>	<p style="text-align: center;">Family/Community Support Learning</p> <p>Indicator: #/% of students with a caring adult at home, school, and community; or #/% of families that attend parent-teacher conferences</p>	<p style="text-align: center;">Students w/ 21st Century Learning Tools</p> <p>Indicator: #/% of students with school and home access to broadband and connected computing device</p>
--	--	--	---	--

Grantees must collect data for the five family and community support program indicators stated above.

Grantees may also select their own project indicator in each category to fit the needs of their communities or use the indicators prescribed by ED.

Schedule for Today

<i>Topic</i>	<i>Speaker</i>
<ul style="list-style-type: none">• Overview of Promise Neighborhoods• Eligibility• Matching Requirement• Priorities and Selection Criteria	Jim Ron Ron Larkin
10-Minute Break	
<ul style="list-style-type: none">• Priorities and Selection Criteria <i>Continued</i>• Evidence and Evaluation• Application and Peer Review Process• Important Dates and Closing	Larkin Tracy Jill Jill

Schedule for Today

<i>Topic</i>	<i>Speaker</i>
<ul style="list-style-type: none">• Overview of Promise Neighborhoods• Eligibility• Matching Requirement• Priorities and Selection Criteria	Jim Ron Ron Larkin
10-Minute Break	
<ul style="list-style-type: none">• Priorities and Selection Criteria <i>Continued</i>• Evidence and Evaluation• Application and Peer Review Process• Important Dates and Closing	Larkin Tracy Jill Jill

PN Planning Notice Priorities

All applicants must apply under only one of the absolute priorities

**Absolute Priority 1 – Describe
Proposal to Plan**

**Absolute Priority 2 –
Rural Communities**

**Absolute Priority 3 –
Tribal Communities**

**Invitational
Priority**

Eligibility and Definitions

Eligibility for Absolute Priority 2: Rural Communities

- Must meet all the requirements in Absolute Priority 1; and
- Must serve one or more rural communities **only**

Rural community means a community that is served by an LEA that is currently eligible under the Small Rural School Achievement (SRSA) program or the Rural and Low-Income School (RLIS) program authorized under Title VI, Part B of the ESEA.

PN Planning Notice Priorities

All applicants must apply under only one of the absolute priorities

**Absolute Priority 1 – Describe
Proposal to Plan**

**Absolute Priority 2 –
Rural Communities**

**Absolute Priority 3 –
Tribal Communities**

**Invitational
Priority**

Eligibility and Definitions

Eligibility for Absolute Priority 3: Tribal Communities

- Must meet all requirements in Absolute Priority 1;
- Must be an eligible entity that partners with an Indian tribe OR an Indian tribe that meets the definition of eligible entity
- Must serve **at least one** Indian tribe

Indian tribe means any Indian or Alaska Native tribe, band, nation, pueblo, village or community that the Secretary of the Interior acknowledges to exist as an Indian tribe, 25 U.S.C. 479a and 479a-1.

PN selection criteria and points

Need for the Project (10 pts)

Quality of Project Design (20 pts)

Quality of Project Services (15 pts)

Quality of Project Personnel (25 pts)

Quality of the Management Plan (20 pts)

Significance (10 pts)

Recommended organization of project narrative

Selection Criteria	Max Points	Absolute Priority One Requirement
Need for project	10	1. Description of the neighborhood and level of distress
Quality of project design	20	2. Description of how the applicant will plan to build the continuum; 8. Description of how the applicant will plan to use data;
Quality of project services	15	9. Description of commitment to work with national evaluator; and 10. Description of indicators to be used for needs assessment
Quality of project personnel	25	3. Description of the applicant's organizational capacity to plan and implement a Promise Neighborhood

Recommended organization of project narrative

Selection Criteria	Max Points	Absolute Priority One Requirement
Quality of management plan	20	<p>4. Description of how the applicant will plan to sustain and “scale up” the proposed Promise Neighborhood; and</p> <p>5. Description of commitment the applicant anticipates receiving from partners, including the preliminary memorandum of understanding described in paragraph 5(a)</p>
Significance	10	<p>6. Description of how the applicant will plan to track available sources and funding levels of Federal, State, and local funds that could be utilized in the project; and</p> <p>7. Description of how the applicant will identify Federal, State, or local policies, regulations, or other requirements that would impede the applicant in achieving its goals</p>

PN Planning Notice Priorities

All applicants must apply under only one of the absolute priorities

**Absolute Priority 1 – Describe
Proposal to Plan**

**Absolute Priority 2 –
Rural Communities**

**Absolute Priority 3 –
Tribal Communities**

**Invitational
Priority**

Invitational Priority

Applicants may address the invitational priority. We are interested in applicants that address the invitational priority by including practices, strategies, or programs in one of the following four areas, but do not give preference over other applications.

1. Unique learning needs of students with disabilities and students with limited English proficiency
2. Internet connectivity
3. Civic engagement
4. Arts and humanities

Schedule for Today

<i>Topic</i>	<i>Speaker</i>
<ul style="list-style-type: none">• Overview of Promise Neighborhoods• Eligibility• Matching Requirement• Priorities and Selection Criteria	Jim Ron Ron Larkin
10-Minute Break	
<ul style="list-style-type: none">• Priorities and Selection Criteria <i>Continued</i>• Evidence and Evaluation• Application and Peer Review Process• Important Dates and Closing	Larkin Tracy Jill Jill

Note: These slides are intended as guidance only. Please refer to the official notice inviting applications, requirements, definitions, and selection criteria in the *Federal Register*.

Evidence

Quality of Project Services (15 pts)

In determining the quality of the project services, the Secretary considers—

- i. **The extent to which the applicant describes proposed solutions to be provided by the proposed project that are based on the best available evidence including, where available, strong or moderate evidence;**
- ii. The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards; and
- iii. The extent to which the applicant explains how the needs assessment and segmentation analysis will be used to determine that children with the highest needs receive appropriate services to meet academic and developmental outcomes.

Evidence: Key Definitions

Strong evidence means evidence from studies with designs that can support causal conclusions (i.e., studies with high internal validity), and studies that, in total, include enough of the range of participants and settings to support scaling up to the State, regional, or national level (i.e., studies with high external validity)

Moderate evidence means evidence from previous studies with designs that can support causal conclusions (i.e., studies with high internal validity) but have limited generalizability (i.e., moderate external validity) or from studies with high external validity but moderate internal validity

Evaluation

From Absolute Priority 1, Requirement 9:

Describe the applicant's commitment to work with the Department and with a national evaluator for Promise Neighborhoods. This commitment must include, but need not be limited to--

- Ensuring that the national evaluator has **access to relevant program and project data sources** (e.g., administrative data and program and project indicator data) through memoranda of understanding with appropriate entities;
- Developing, in consultation with the national evaluator, an evaluation strategy, including **identifying a credible comparison group**; and
- Developing, in consultation with the national evaluator, **a plan for identifying and collecting reliable and valid baseline data** for both program participants and a designated comparison group of non-participants;

Schedule for Today

<i>Topic</i>	<i>Speaker</i>
<ul style="list-style-type: none">• Overview of Promise Neighborhoods• Eligibility• Matching Requirement• Priorities and Selection Criteria	Jim Ron Ron Larkin
10-Minute Break	
<ul style="list-style-type: none">• Priorities and Selection Criteria <i>Continued</i>• Evidence and Evaluation• Application and Peer Review Process• Important Dates and Closing	Larkin Tracy Jill Jill

Submitting Intent to Apply

Intent to Apply Due: May 21, 2010

Instructions

1. Download the Intent to Apply form from the Department's Promise Neighborhoods Web site
2. Fill out the form fields
3. Save the form in MS Word and email as an attachment to pnintent@ed.gov

- Submitting an Intent to Apply is strongly encouraged, but not required
- The Department may publish a list of applicants who submit this form on the Department's Web site

Application Components

- Abstract Narrative (one page, single-spaced)
- Project Narrative (maximum 40 pages, double-spaced)
- Budget Narrative
- Appendices
 - Applicant Eligibility Checklist (available on Department Web site)
 - Resumes of Key Personnel
 - Memorandum of Understanding (maximum 10 pages, double-spaced)
 - Documentation of match **or** waiver request for match, if applicable
 - Nonprofit status verification, if applicable
- Required Forms and Assurances

Using e-Application

- ☑ Applications must be submitted electronically using e-Application, accessible through the Department's e-Grants web site at: <http://e-grants.ed.gov>. The CFDA Number is 84.215P
- ☑ You **must** complete the electronic submission of your grant application by 4:30:00 p.m., Washington, DC time, on the application deadline date
- ☑ We strongly recommend that you **do not wait** until the application deadline date to begin the application process

Register and
submit early

Use the
application
checklist

Verify submission
is OK

For more information about using e-Application, please refer to the instructions in the Promise Neighborhoods Application Package or the User Guide available at <http://e-grants.ed.gov>

Peer Review Process

The **Call for Peer Reviewers** (deadline June 1, 2010) will seek individuals with expertise in education reform and policy, community and youth development, strategy, and grant application review



Reviewers will read, prepare a written evaluation, and score the applications assigned to their panel, using the selection criteria



The Department will prepare a rank order of applications for each absolute priority based on the evaluation of their quality by the peer reviewers according to the selection criteria

❖ Awards announced no later than September 30, 2010

Schedule for Today

<i>Topic</i>	<i>Speaker</i>
<ul style="list-style-type: none">• Overview of Promise Neighborhoods• Eligibility• Matching Requirement• Priorities and Selection Criteria	Jim Ron Ron Larkin
10-Minute Break	
<ul style="list-style-type: none">• Priorities and Selection Criteria <i>Continued</i>• Evidence and Evaluation• Application and Peer Review Process• Important Dates and Closing	Larkin Tracy Jill Jill

Important PN Dates

Pre-Application Webinars:

- Wednesday, May 5 (1:00 PM – 5:00 PM EST)
- Monday, May 10 (12:00 PM – 4:00 PM EST)

Applications:

- Intent to Apply Due: May 21, 2010
- Applications Due: June 25, 2010
- Applications Reviewed: Summer 2010
- All Grant Awards Announced: September 2010

Other Important Resources

Promise Neighborhoods Website:

www.ed.gov/programs/promiseneighborhoods/index.html

- Federal Register Notice Inviting Applications
- Application Package (includes the Notice Inviting Applications)
 - Application Checklist
 - Applicant Eligibility Checklist
- Frequently Asked Questions (updated regularly)
- Archived Webinars
- Promise Neighborhoods Summary Document (PowerPoint)
- Promise Neighborhoods At-A-Glance (quick reference)
- Promise Neighborhoods Glossary (definitions)
- Overview of Matching Requirement
- Call for Peer Reviewers:
www.ed.gov/programs/promiseneighborhoods/peerreviewers.html

Further questions may be sent to promiseneighborhoods@ed.gov. Answers to the most frequently asked questions will be posted on our website