

Status: Submitted

Last Updated: 8/22/10 9:10 AM

Technical Review Coversheet

Applicant: California State University East Bay Foundation, Inc. -- Office of Research
and Sponsored Programs, (U215P100060)

Reader #1: *****

Points Possible Points Scored

Questions

Selection Criteria

Need for Project

1.Need for Project	10	10
--------------------	----	----

Quality of Project Design

1.Project Design	20	20
------------------	----	----

Quality of Project Services

1.Project Services	15	15
--------------------	----	----

Quality of Project Personnel

1.Project Personnel	25	25
---------------------	----	----

Quality of the Management Plan

1.Management Plan	20	19
-------------------	----	----

Significance

1.Significance	10	10
----------------	----	----

Sub Total	100	99
------------------	-----	----

Total	100	99
--------------	-----	----

Technical Review Form

Panel #5 - Panel - 5: 84.215P

Reader #1: *****

Applicant: California State University East Bay Foundation, Inc. -- Office of Research and Sponsored Programs, (U215P100060)

Questions

Selection Criteria - Need for Project

1. a) The Secretary considers the need for the proposed project.
- b) In determining the need for the proposed project, the Secretary considers-
 - i) The magnitude or severity of the problems to be addressed by the proposed project as described by indicators of need and other relevant indicators;
 - ii) The extent to which the geographically defined area has been described; and
 - iii) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities will be identified and addressed by the proposed project.

Strengths:

The Hayward Promise Neighborhoods Partnership (HPNP) has an estimated population of 73,259 residents: 39% Hispanic, 26% White, 18% Asian, 10% African American, and 19% Other. HUD Income Guidelines designate 51% or more of the area households as Low or Extremely Low Income with 36% of children under 6 living below the poverty line. Schools of focus in the HPNP are Harder Elementary, Cesar Chavez Middle School and Tennyson High School (2,900 students). Over one-third are English Learners.

On April 28, 2010 Board of Education adopted intervention models for Harder and Tennyson. A Turnaround Model was adopted at Harder and a Transformation Model was adopted at Tennyson. Current data from the 2009 HUSD Accountability Progress report and the School Accountability Report Card (which includes AYP markers at Harder, Cesar Chavez, and Tennyson) point to at least five areas of intervention (pp e1-4). Family and school climate are also a major concern with large percentages of suspensions and truancy at all target schools.

The community contains a large concentration of residents exhibiting poor health outcomes and high rates of crime and violence.

Available data indicate several gaps or weaknesses that need to be addressed; thus, during the planning period, existing data will be augmented, built upon and analyzed to insure that the solutions are aligned with the needs. Some of the currently identified gaps/weaknesses include: focus on improving instruction and student performance in ELA and Math; extensive support services for English Learners; expand college and career readiness; increase nutrition and physical fitness awareness (p. e4).

Weaknesses:

No weaknesses noted.

Reader's Score: 10

Selection Criteria - Quality of Project Design

1. a) The Secretary considers the quality of the design of the proposed project.
- b) In determining the quality of the design of the proposed project, the Secretary considers the following factors:
 - i) The extent to which the applicant describes how it will plan to build a continuum of solutions designed to significantly improve the academic and family and community support indicators in this notice;
 - ii) The extent to which the continuum of solutions includes a strategy, or a plan to develop a strategy, that will lead to significant improvements in one or more schools described in paragraph 2 of Absolute Priority 1;
 - iii) The extent to which the applicant describes strategies for using data to manage program implementation, inform decision-making, engage stakeholders, and measure success;
 - iv) The extent to which the applicant identifies and describes academic and family and community support indicators to be used for the needs assessment during the planning year;
 - v) The extent to which the applicant demonstrates a 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; and
 - vi) The extent to which the proposed project will be coordinated with similar or related efforts, and with other appropriate community, State, and Federal resources.

Strengths:

The applicant provides a vision, mission, and goals that are grounded in a research-based theory (Dewey) of change in which the school and education is not considered external to the community; but an integral part of the community and that in order to succeed the relationships between students, schools, parents and the community must be reframed. This leads the applicant to the design of a developmental cradle to career continuum that supports the child/student at each phase of his development or transition (pp 7-10).

The applicant describes a detailed strategy for developing a plan to design and implement a model that will lead to significant improvements in (Phase I) Harder Elementary, (Phase II) Cesar Chavez and Tennyson. An Advisory Board will provide technical assistance to the Management team. The team will be led by an experienced Principal Investigator from CSUEB, and a Partnership Manager who has experience in the HUSD at the district level, site level and in the field. The plan provides for the involvement of school-based leadership as well as community-based providers, residents and parents. The outcomes of this planning year will be: 1) development and implementation of a needs assessment that will further identify areas in need of targeted solutions; 2) development of a continuum of evidence based solutions; and, 3) development of a Comprehensive Neighborhood Revitalization Plan (CNRP) (pp e11-15).

AERIES Student Information System provides granular, student-specific data on state Standardized Testing and Reporting (STAR) tests, student assessments, disciplinary actions, attendance and participation record for after-school programs, special education status, and English Language status and provides longitudinal data on student performance for all students in the target community that attend HUSD. However, in order to provide information to community providers, it would have to be modified. The sharing of data across service provider lines and outside the confines of the school district will be a challenge. This challenge will be considered during this planning phase with the help of Stanford University's John Gardner Center, which will consult with collaborative partners about cross-agency data sharing and use that might occur during implementation (pp e15-16).

The Management team will monitor and analyze multiple academic factors including test results, attendance, dropout rates, CAHSEE pass rates, truancy, disciplinary action, and variable such as English Learner status, special education involvement, and participation in special support programs for target students and target schools. California Healthy Kids Survey will be used to monitor risk factors (substance use, bullying, etc) by grade level at the targeted schools. Desired Results Developmental Profile will be used to assess readiness. The applicant will also develop parent and student surveys to better identify both strengths/assets and needs in the targeted area. These project level indicators are in addition to the program-level indicators listed in Table 1--these indicators will be aligned with HPNP goals (p e17-18).

The applicant commits to working with the national evaluator (p. e19).

The applicant is coordinating its work with related efforts currently underway in the Hayward area: Gateways Cradle to Career Partnership (p. e20); the City's Neighborhood Partnership Program Strategy; and, the City's Strategic Planning currently underway (p. e 20-21).

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Selection Criteria - Quality of Project Services

1. a) The Secretary considers the quality of the services to be provided by the proposed project.
- b) 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.

Strengths:

The applicant will use the planning period to establish the need for a more robust, client-specific system and for the appropriate human subjects protections in data management and sharing. The applicant will also use the planning period to research and identify best practices. Data driven decision making will be used at multiple levels from the clinical service level to the collaborative service level (pp e21-22).

The applicant is committed to producing graduates with high academic achievements. The Management team, as a result of the involvement of two institutions of higher education and Eden Area ROP, can adopt college and career ready standards, assessments, and practices to determine if students from Tennyson High or out-of-school youth bring to college or the workplace the academic skills needed for success. All three institutions routinely assess students when they enroll for academic or workplace competencies. Thus, the student achievement can be measured against the rigor of competing in the workplace (p. e22-23).

The applicant will conduct a segmentation analysis of the data collected during the planning process using both quantitative and qualitative methods. A wide variety of indicators will be used (i.e. academic performance, parental involvement by variables such as age, gender, race/ethnicity, etc). Analyses will be reported to the Advisory Board and Management Team and will be the basis for policy deliberations, program recommendations, and strategy formation (p. e23).

Weaknesses:

No weaknesses noted.

Selection Criteria - Quality of Project Personnel

1. a) The Secretary considers the quality of the project personnel who will carry out the proposed project.
- b) In determining the quality of the project personnel, the Secretary considers the qualifications, including relevant training and experience, of the applicant, including the project director, and the prior performance of the applicant on efforts similar or related to the proposed Promise Neighborhood.
- c) Relevant experience includes the applicant's experience in and lessons learned by
 - i) Working with the school or schools described in paragraph 2 of Absolute Priority 1;
 - ii) Serving the neighborhood and its residents;
 - iii) Collecting, analyzing, and using data for decision-making and ongoing improvement;
 - iv) Creating formal and informal relationships, and generating community support to achieve results; and
 - v) Securing and integrating funding streams from multiple public and private sources.

Strengths:

The Project Manager, Andrea Wilson, has worked in the HUSD for more than 14 years at the district level, site level and in the field serving the Hayward community. She has extensive experience collaborating with provider agencies. She has an understanding of the system and culture of the school and as a result should be able to work effectively both inside the schools and in the community (p. e 25).

The Principal Investigator, Dr. Nan Maxwell, has extensive community-based research, strategy and program design experience in the Hayward community (pp e24-25). She also serves as the Data Manager for the Gateways Partnership

HPNP will be a project of the HIRE Center of CSUEB whose mission it is to conduct and facilitate high quality research and evaluation leading to effective changes in public policies and programs that build human capital.

The CSUEB and specifically the HIRE Center has 16 years of experience working throughout the community and serving the interests of its neighborhoods and residents (p. e25).

Both the HIRE Center and Dr. Maxwell have extensive experience in collecting, analyzing and using data for decision-making and ongoing improvement. A few of its projects include: evaluating the Oakland Unified School District career academies based upon their attaining benchmarked standards; surveying 1400 after school care providers throughout California to determine the size, composition, and characteristics after the school care workforce and program characteristics (p. e25).

The HIRE Center actively works to create meaningful partnerships with the community and the successful outcomes that it has achieved have been a result of its effectiveness in relationship building with businesses, nonprofits, government agencies, communities and educational institutions (p. e26).

The applicant has the skill and expertise to seek and integrate multiple sources of funding. In 2009-2010, the CSUEB Office of Research and Sponsored Programs facilitated the submittal of over 120 proposals with a total value of over \$40 million of which over \$25 million was awarded in 2009-2010 fiscal year.

Weaknesses:

No weaknesses noted.

Selection Criteria - Quality of the Management Plan

1. a) The Secretary considers the quality of the management plan for the proposed project.
- b) In determining the quality of the management plan of the proposed project, the Secretary considers--
 - i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks;
 - ii) The extent to which the memorandum of understanding described in paragraph 5 of Absolute Priority 1 describes each partner's financial and programmatic commitment; how each partner's existing vision, theory of action, and theory of change, and existing activities align with those of the proposed Promise Neighborhood; and the governance structure of the proposed Promise Neighborhood;
 - iii) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of families, school staff, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate; and
 - iv) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to sustain and scale up the proposed Promise Neighborhood.

Strengths:

The management plan clearly defines the roles, responsibilities, and the structure for achieving the project objectives within the one-year timeframe. Each partner organization has clearly identified its contribution to the in-kind resources. The management plan provides for milestones and outcomes. Given the expertise of the Management Team (resumes attached), the defined areas of responsibilities, the project timelines, and the budget accompanying budget narrative, the completion of the project plan within the one-year time frame can be reasonably accomplished (pp e27-33).

The Preliminary MOU articulates the HPNP's vision, mission, and theory of action and change as well as the existing activities that align themselves with the proposed Promise Neighborhood structure. The governance structure also is provided for in the MOU (Appendix C e0-7 and pp e34-39).

The structure of the HPNP provides for a diversity of perspectives through representatives on its Advisory Board, Work Teams, and public meetings. For example, both youth and parents are represented on the Advisory Board (p. e39) as well as the principal of the Phase I school, Harder Elementary.

The Management Team organizations are committed to the implementation and scale up of the project. They have committed 59% of the resources by the HPNP partnership organizations. The scale-up of the model is contemplated in this plan beginning with Phase I the Jackson triangle/Harder Elementary School focus phase and scaling up to Phase IV, a model adopted throughout California and nationally (p. e40).

Weaknesses:

The target community is very diverse and no one ethnic group is in the majority. However, the plan does not discuss any provision for ethnic diversity.

Selection Criteria - Significance

- 1.a) The Secretary considers the significance of the proposed project.
- b) In determining the significance of the proposed project, the Secretary considers
 - i) The likelihood that the proposed project will result in long-term systems change or improvement;
 - ii) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population;
 - iii) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies; and
 - iv) The potential to sustain and apply the model of the proposed project or strategies, including, as appropriate, the potential for implementation of the model in a variety of settings.

Strengths:

HPNP structure is specifically designed to breakdown silos that surround organizations and build a seamless continuum of services to support academic skill building. This is achieved in three ways: 1) Management team represents organizations serving residents from cradle through career; 2) HPNP PI and PM are housed in different institutions and bring complementary backgrounds to managing the team. The PI is located in higher education and the PM is located in K-12; and, 3) The HPNP is structured with three types of partner support (p. e 41).

By using data and evidence based decision making in selecting new strategies and by engaging a diverse set of stakeholders in reviewing data and strategies, the target community will be able to increase its capacity to improve outcomes for all (p. e42).

A model that can deliver a seamless continuum of services that significantly improve the outcomes for children from the cradle through career are demonstrates a new and promising model (p. e42).

The California Department of Education has developed a P16 network that is charged with developing strategies to 1) better coordinate, integrate, and improve education for preschool through college students, 2) examine ways to improve student achievement at all levels; and, 3) link preschool, elementary, middle, high school, and higher education to create a comprehensive, integrated system of student learning. Also, the HUSD and CSUEB (as lead agency) are partners in Gateways cradle to career partnership, which views HPNP as an exemplar to be followed by the other eight communities involved in this initiative (p e 43). These offer opportunities to sustain and apply the model in a variety of settings.

Weaknesses:

No weaknesses noted.

Reader's Score: 10

Status: Submitted
Last Updated: 8/22/10 9:10 AM

Status: Submitted

Last Updated: 8/30/10 4:06 PM

Technical Review Coversheet

Applicant: California State University East Bay Foundation, Inc. -- Office of Research
and Sponsored Programs, (U215P100060)

Reader #2: *****

Points Possible Points Scored

Questions

Selection Criteria

Need for Project

1. Need for Project	10	10
---------------------	----	----

Quality of Project Design

1. Project Design	20	20
-------------------	----	----

Quality of Project Services

1. Project Services	15	15
---------------------	----	----

Quality of Project Personnel

1. Project Personnel	25	25
----------------------	----	----

Quality of the Management Plan

1. Management Plan	20	20
--------------------	----	----

Significance

1. Significance	10	10
-----------------	----	----

Sub Total	100	100
------------------	-----	-----

Total	100	100
--------------	-----	-----

Technical Review Form

Panel #5 - Panel - 5: 84.215P

Reader #2: *****

Applicant: California State University East Bay Foundation, Inc. -- Office of Research and Sponsored Programs, (U215P100060)

Questions

Selection Criteria - Need for Project

- 1.a) The Secretary considers the need for the proposed project.
- b) In determining the need for the proposed project, the Secretary considers-
 - i) The magnitude or severity of the problems to be addressed by the proposed project as described by indicators of need and other relevant indicators;
 - ii) The extent to which the geographically defined area has been described; and
 - iii) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities will be identified and addressed by the proposed project.

Strengths:

The geographical area is clearly defined as the zip code 94544 in the East Bay region of the San Francisco bay area. More specific regions include The Jackson Triangle neighborhood.

51% of the area is considered low to extremely low in relationship to income levels.

The community is very diverse and is a harbor for many new Americans. Over 1/3 of the student population needs ESL services and 61% qualify for free lunch.

The three feeder schools in the area have failed to meet AYP and even participation rates are extremely low and dropout rates are increasing.

The proposal does an excellent job of analyzing gaps and weaknesses especially in the regional context of biotechnology and information technology.

Weaknesses:

None noted.

Reader's Score: 10

Selection Criteria - Quality of Project Design

- 1.a) The Secretary considers the quality of the design of the proposed project.
- b) In determining the quality of the design of the proposed project, the Secretary considers the following factors:
 - i) The extent to which the applicant describes how it will plan to build a continuum of solutions designed to significantly improve the academic and family and community support indicators in this notice;
 - ii) The extent to which the continuum of solutions includes a strategy, or a plan to develop a strategy, that will lead to significant improvements in one or more schools described in paragraph 2 of Absolute Priority 1;
 - iii) The extent to which the applicant describes strategies for using data to manage

- program implementation, inform decision-making, engage stakeholders, and measure success;
- iv) The extent to which the applicant identifies and describes academic and family and community support indicators to be used for the needs assessment during the planning year;
 - v) The extent to which the applicant demonstrates a 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; and
 - vi) The extent to which the proposed project will be coordinated with similar or related efforts, and with other appropriate community, State, and Federal resources.

Strengths:

There is a focus on the school as a community hub in which all engage in development and learning activities.

There is a focus on early childhood development processes connected to issues of poverty and school success.

They clearly lay out their strategy on pages 10-11.

The development of a multitude of taskforces and planning groups support the idea of building a continuum of services to meet the community needs vs. just looking at the academic piece.

There is a long-term transition plan for students in various grades which support a sustainable approach to the work being done.

The project will access the AERIES student information system already being used by the school district to gather information and plan on learning more about a linked system using Efforts to Outcomes and CitySpan. They also have potential access to the John Gardner Center at Stanford that will support cross-agency data sharing.

The phases of the project are aligned and include a significant amount of input from all perspectives.

The applicant seeks to ensure a high level of community response by investing in translators, including American Sign Language.

Weaknesses:

None noted.

Reader's Score: 20

Selection Criteria - Quality of Project Services

1. a) The Secretary considers the quality of the services to be provided by the proposed project.
- b) 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.

Strengths:

The applicant has both a strong literature review and a very intense data cycle process. They plan using the data cycle to determine what is working, what is not, and digging deeper into pieces of information such as looking specifically Latino boys. The feeder school model and transition program (pre-k- K), 3rd-4th, 8th-9th, and 12th- post secondary options) makes sense and having checkpoints across the continuum of a person's schooling is critical.

The collaboration among the public school system and universities helps in the process as the universities have access to a number of resources regular schools do not.

They include a detailed explanation of how they will segment data and analyze it.

Weaknesses:

None noted.

Reader's Score: 15

Selection Criteria - Quality of Project Personnel

1. a) The Secretary considers the quality of the project personnel who will carry out the proposed project.
- b) In determining the quality of the project personnel, the Secretary considers the qualifications, including relevant training and experience, of the applicant, including the project director, and the prior performance of the applicant on efforts similar or related to the proposed Promise Neighborhood.
- c) Relevant experience includes the applicant's experience in and lessons learned by
 - i) Working with the school or schools described in paragraph 2 of Absolute Priority 1;
 - ii) Serving the neighborhood and its residents;
 - iii) Collecting, analyzing, and using data for decision-making and ongoing improvement;
 - iv) Creating formal and informal relationships, and generating community support to achieve results; and
 - v) Securing and integrating funding streams from multiple public and private sources.

Strengths:

Key personnel is strong. They have experience in the Hayward community, in the public system, the local universities.

There is extensive experience in working with children and multiple funding sources.

Dr. Maxwell serves as the data manager for Gateways Partnership which is a project that focuses on high quality research to inform policy decisions and has been working with the program for many years. Her expertise in data and in the area are significant.

The collection of resumes included in the proposal highlight significant experience in not only the programs needed but also in the specific region itself. Many of the management team went to school in the area and have spent the span of their professional careers serving the Hayward community.

Weaknesses:

None noted.

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

1. a) The Secretary considers the quality of the management plan for the proposed project.
- b) In determining the quality of the management plan of the proposed project, the Secretary considers--
 - i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks;
 - ii) The extent to which the memorandum of understanding described in paragraph 5 of Absolute Priority 1 describes each partner's financial and programmatic commitment; how each partner's existing vision, theory of action, and theory of change, and existing activities align with those of the proposed Promise Neighborhood; and the governance structure of the proposed Promise Neighborhood;
 - iii) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of families, school staff, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate; and
 - iv) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to sustain and scale up the proposed Promise Neighborhood.

Strengths:

The applicant provides a detailed management scheme including specific goals and outcomes for each quarter, job responsibilities, and a commitment to continue making decisions using the best data available to the stakeholders.

They have outlined a task-force strategy (pages 13-14) that encourages community level engagement; these task forces will look at particular issues of concern and report back to the Advisory Board. There seems to be a very holistic approach to identifying problems and solutions all within a structured and comprehensive management plan.

The applicant has included a core theory of action and change for the PN planning project and has described how all of the partners have come together to create a synergy among their various organizations.

There has been a significant financial contribution for the planning year as noted on page 4 of the Preliminary Memo of Understanding, which leads the reviewer to believe that the commitment level is on-going both fiscally and theoretically.

The project as outlined has multiple components included for scaling up to surrounding Hayward neighborhoods; they have noted the complexities of different community dynamics even within the same zip code and have described how strategies may work with similar populations, but must be culturally modified accordingly.

Weaknesses:

None noted.

Reader's Score: 20

Selection Criteria - Significance

1. a) The Secretary considers the significance of the proposed project.
- b) In determining the significance of the proposed project, the Secretary considers
 - i) The likelihood that the proposed project will result in long-term systems change or improvement;
 - ii) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population;
 - iii) The extent to which the proposed project involves the development or demonstration

of promising new strategies that build on, or are alternatives to, existing strategies;
and

iv) The potential to sustain and apply the model of the proposed project or strategies, including, as appropriate, the potential for implementation of the model in a variety of settings.

Strengths:

The significance of the project is substantial. From ECE to transitions into college or the workforce, there really is a continuum of services and providers to meet the varied needs of community members, especially children. The focus on transitions at all levels of schooling and safety nets for emotional needs such as violence prevention all have proven to build student and community capacity despite obstacles such as poverty.

The inclusion of multiple and varied perspectives, a strong management team and plan that is responsive to the ebbs and flows of the project, and partners from community colleges, universities, the local public school system, non-profit organizations, and local government give the HPNP the stamina to figure out solutions and take action.

Removing the silos that currently exist around organizations and their ability to move people forward by creating a streamlined data-set and an organization in which to meet is an innovative practice for this region.

As noted under the management plan section, the project has already brainstormed ideas around scaling up the project to implement in a variety of settings.

Weaknesses:

None noted.

Reader's Score: 10

Status: Submitted

Last Updated: 8/30/10 4:06 PM

Status: Submitted

Last Updated: 8/19/10 12:57 PM

Technical Review Coversheet

Applicant: California State University East Bay Foundation, Inc. -- Office of Research
and Sponsored Programs, (U215P100060)

Reader #3: *****

Points Possible Points Scored

Questions

Selection Criteria

Need for Project

1. Need for Project	10	10
---------------------	----	----

Quality of Project Design

1. Project Design	20	20
-------------------	----	----

Quality of Project Services

1. Project Services	15	15
---------------------	----	----

Quality of Project Personnel

1. Project Personnel	25	24
----------------------	----	----

Quality of the Management Plan

1. Management Plan	20	19
--------------------	----	----

Significance

1. Significance	10	8
-----------------	----	---

Sub Total	100	96
------------------	-----	----

Total	100	96
--------------	-----	----

Technical Review Form

Panel #5 - Panel - 5: 84.215P

Reader #3: *****

Applicant: California State University East Bay Foundation, Inc. -- Office of Research and Sponsored Programs, (U215P100060)

Questions

Selection Criteria - Need for Project

- 1.a) The Secretary considers the need for the proposed project.
- b) In determining the need for the proposed project, the Secretary considers-
 - i) The magnitude or severity of the problems to be addressed by the proposed project as described by indicators of need and other relevant indicators;
 - ii) The extent to which the geographically defined area has been described; and
 - iii) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities will be identified and addressed by the proposed project.

Strengths:

The project seeks to serve a diverse ethnic population with no group having the majority. This exacerbates the need in the area because although all fall within the guidelines of low to extremely low income levels, their needs may be different because of their culture. All schools in the project have not met their AYP in several years which, implies a short fall in student performance. This is also indicative of their economic status, as most receive free or reduced price lunch. Truancy is high not only in the high school but also in elementary and middle schools. The geographical area is well defined and the size seems manageable. The area also has access to a support network of the university and community college. The project seeks to eliminate that gap in student development by linking to STEM programming, which uses technology to provide community based learning. The applicant seeks to eliminate gaps in learning with math and ELA instruction and by providing support for families to improve literacy and nutrition. The applicant also proposes to provide positive alternate activities for students.

Weaknesses:

No weaknesses noted

Reader's Score: 10

Selection Criteria - Quality of Project Design

- 1.a) The Secretary considers the quality of the design of the proposed project.
- b) In determining the quality of the design of the proposed project, the Secretary considers the following factors:
 - i) The extent to which the applicant describes how it will plan to build a continuum of solutions designed to significantly improve the academic and family and community support indicators in this notice;
 - ii) The extent to which the continuum of solutions includes a strategy, or a plan to develop a strategy, that will lead to significant improvements in one or more schools described in paragraph 2 of Absolute Priority 1;
 - iii) The extent to which the applicant describes strategies for using data to manage program implementation, inform decision-making, engage stakeholders, and measure success;
 - iv) The extent to which the applicant identifies and describes academic and family and community support indicators to be used for the needs assessment during the planning year;
 - v) The extent to which the applicant demonstrates a 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; and

vi) The extent to which the proposed project will be coordinated with similar or related efforts, and with other appropriate community, State, and Federal resources.

Strengths:

The proposal is based on the idea that the support system and its programs will be built to help students, parents, and neighborhoods. (9) In preparing for the planning stage the applicant acknowledges that various entities may need access to information that must remain HIPAA compliant. To that end, Stanford University will provide collaboration and data as they already provide similar data through YDA. (17) The HPNP will adopt the Gateways program which has already been recognized as a successful tool to accelerate the success of children through adulthood. Over time, the City's Neighborhood Partnership Program Strategy will provide action planning, improvement projects and partnerships to help engage stakeholders and provide a forum for community decision making. The applicant will build a seamless stream of services and support for families in the community that will bring together the agencies and stakeholders. The design is consistent and reliable because it is tied to their previous success. They have integrated the data into their implementation plan. The plan is built to children from kindergarten to adulthood. They have secured multiple sources of support. Their strategy includes an Advisory Board to manage outcomes and a Management team to develop assessments that are tiered to meet the needs of the communities. Task forces will be a critical arm of the program, as they will be responsible for developing and implementing strategies that directly affect the participants in the program. The approach that is being developed will require that everyone work hand in hand thus eliminating silos. (15) The HPNP will work cooperatively with the National Evaluator, and has already assigned a point person that will have specific duties to ensure a seamless relationship during the process.

Weaknesses:

No weaknesses noted

Reader's Score: 20

Selection Criteria - Quality of Project Services

1. a) The Secretary considers the quality of the services to be provided by the proposed project.
- b) 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.

Strengths:

The proposed project will be based on client-specific data that will be gathered and analyzed. Once the data has been analyzed policy formation can begin that is based on the needs of the community. This would ensure that a method that is proposed actually works for the HPNP. The needs assessments will allow HPNP to compare themselves to national concerns, such as the ethnicity, gender and achievement and will also be used to determine policy, program, and strategy formation for the Advisory board. (24)

Weaknesses:

No weaknesses noted

Reader's Score: 15

Selection Criteria - Quality of Project Personnel

1. a) The Secretary considers the quality of the project personnel who will carry out the proposed project.
- b) In determining the quality of the project personnel, the Secretary considers the qualifications, including relevant training and experience, of the applicant, including the project director, and the prior performance of the applicant on efforts similar or related to the proposed Promise Neighborhood.
- c) Relevant experience includes the applicant's experience in and lessons learned by:
 - i) Working with the school or schools described in paragraph 2 of Absolute Priority 1;
 - ii) Serving the neighborhood and its residents;
 - iii) Collecting, analyzing, and using data for decision-making and ongoing improvement;
 - iv) Creating formal and informal relationships, and generating community support to achieve results; and
 - v) Securing and integrating funding streams from multiple public and private sources.

Strengths:

The Project Director has the appropriate experience for the beginning phase of the proposal. For example, she has overseen grant implementation and worked with community leaders and students as a community liaison. Dr. Maxwell is responsible for managing and monitoring the entire project and is the Executive Director of the HIRE center, where the proposed program will be housed. The data for HPNP will be managed by HIRE which has successfully done similar work for 16 years. Future funds will be leveraged on behalf of NPNP by ORSP which has successfully garnered \$25 million in awards in 2010.

Weaknesses:

While the Project Director is experienced, there may come a time when the implementation process begins that her expertise may not sustain the job requirements, such as fund raising and community development.

Reader's Score: 24

Selection Criteria - Quality of the Management Plan

1. a) The Secretary considers the quality of the management plan for the proposed project.
- b) In determining the quality of the management plan of the proposed project, the Secretary considers--
 - i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks;
 - ii) The extent to which the memorandum of understanding described in paragraph 5 of Absolute Priority 1 describes each partner's financial and programmatic commitment; how each partner's existing vision, theory of action, and theory of change, and existing activities align with those of the proposed Promise Neighborhood; and the governance structure of the proposed Promise Neighborhood;
 - iii) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of families, school staff, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate; and
 - iv) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to sustain

and scale up the proposed Promise Neighborhood.

Strengths:

The management team liaisons also represent financial support for the HPNP as well as their expertise. The timeline is tight but doable if milestones are maintained. All Partners are aligned financially and programmatically with HPNP. Chabot College, for example, a Hispanic-serving community college, has included in their strategic plan ways to ensure student leadership and partner for success. Since many of the students enter the college from the high school, it is advantageous for the college to improve college readiness of HPNP schools. The applicant has strong MOUs that define program and financial support by the stakeholders. The responsibilities of all committees are well defined. The timeline and milestones are precise and doable with the team that has been allied. The scale-up plan is realistic and has been refined to four phases with intentional strategies for success in place.

Weaknesses:

Timeline milestones for solidifying relationships with Advisory Board development is not reflected in the time line. There is only one meeting scheduled with a group (community and families) whose input is vital to the success of the proposed project.

Reader's Score: 19

Selection Criteria - Significance

1. a) The Secretary considers the significance of the proposed project.
- b) In determining the significance of the proposed project, the Secretary considers
 - i) The likelihood that the proposed project will result in long-term systems change or improvement;
 - ii) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population;
 - iii) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies; and
 - iv) The potential to sustain and apply the model of the proposed project or strategies, including, as appropriate, the potential for implementation of the model in a variety of settings.

Strengths:

The project will bring various groups together and improve communication which will positively affect the school and community of Hayward. The project will enhance the local capacity because students and families will have simplified access to the services that they need. Also, it will prevent duplication of efforts because these key organizations that serve virtually the same group of people will have access to the same data. A referral system will be developed and service will be continuous and not sporadic.

Weaknesses:

Throughout the proposal, Task Forces were included as the bases of the proposal, however, their influence is not included as part of the long term change (42).

Reader's Score: 8

Status: Submitted
Last Updated: 8/19/10 12:57 PM

