

Status: Submitted

Last Updated: 8/16/10 2:35 PM

Technical Review Coversheet

Applicant: The Guidance Center -- , (U215P100309)

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	13
Quality of Project Personnel		
1.Project Personnel	25	25
Quality of the Management Plan		
1.Management Plan	20	18
Significance		
1.Significance	10	10
	Sub Total	96
	Total	96

Technical Review Form

Panel #3 - Panel - 3: 84.215P

Reader #1: *****

Applicant: The Guidance Center -- , (U215P100309)

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 applicant provides information of severe indicators of need in the community and the schools. River Rouge is a small city, a size of less than three square miles, and having fewer than 8,500 in population. It is about one-half minority and borders the much larger community of Detroit. Unemployment is very high at 16.4% and about one in ten houses is vacant. The population has dropped 14.8% since the last census and the median household income is \$30,360. The poverty level is 22% of the community and 52% of children under the age of 18 are also below the poverty line. (p. 2-3)

Free/Reduced Lunch for students in the target city is 80% compared to 74% in Detroit and 41.3% statewide. There are three school buildings (elementary, middle, high school) serving 1,180 K-12 students. All three schools qualify for Title I funding. The elementary and middle school has improved for the current year after not having made AYP during the prior two years. However the high school has not achieved AYP in three consecutive years (p. 4). The high school graduation rate is 51.72% in 2008-09.

The applicant gaps and weaknesses to be addressed by the proposed project include the low performing schools and linkages of appropriate services to students and families.

Weaknesses:

No weakness 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 has defined its plan to build a continuum of solutions for academic, family, and community support indicators by creating a Logic Model representing the full impact of the Promise Neighborhoods. Using the full range of indicators outlined in the Program Announcement, the applicant has identified community resources and activities to define Year One (the planning period) and also to outline successive years.

Included in this strategy is significant improvement in the target schools from paragraph 2, Absolute Priority 1 by identifying the academic indicators resulting in students to be ready to learn, improvement in core academic subjects, and in graduation rates. The applicant identifies this data in the narrative and in the logic model as information that will be included in the needs assessment during the planning year. Included in the needs assessment are the program announcement data points of academic, family and community indicators.

The applicant represents one aspect of the partnership due to its current role in providing preschool and early intervention programs. A second partner is the city of River Rouge who has formed an Advisory Board under a Title V grant which will serve as the Community Engagement Task Force under this program (p. 9). The Title V program was established under a prevention grant establishing a Prevention Policy Board for the community.

The applicant will use data to manage the program and inform decision making. The applicant plan is to conduct a needs assessment and segmentation analysis to identify gaps and align identified needs with evidence-based interventions (p. 15). A Community Needs Assessment Work Group will assist through a consulting agreement to conduct the assessment (p. 14). The Center for Excellence, will undergo the data gathering process (p. 13) and work alongside project staff on key data activities such as constructing a database, the segmentation analysis and change recommendations.

The Center for Excellence, an internal evaluator of the applicant, will work as necessary with the national evaluator (p. 21).

The applicant has worked with the Title V funded River Rouge Prevention Policy Board, a related effort whose prior focus was on prevention programs through incorporating key data on youth risk and protective factors in the city. This board will now morph into the Advisory Board for this program grant (p. 22).

Weaknesses:

No weakness 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 considersâ

- 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 structured an approach during the planning process that seamlessly moves through this initial development into a follow-up program plan. Using a logic model, the applicant is thinking long term and the result will likely lead to improvement in the achievement of students. The applicant plan, according to their logic model summary is to identify and deliver a continuum of solutions and activities based on evidence in practice and professional literature.

The applicant states that the internal Center of Excellence working along with a Strategic Planning Consultant will conduct a segmentation analysis in order to identify proposed solutions. Communication with stakeholders will include review of the assessment and analysis to provide feedback and rank order of priority the needs and strengths identified (p. 13). The applicant needs assessment includes program announcement academic indicators (p. 23-26). This new data will be combined with information collection conducted during the Title V funding risk/protective information collected for that program (p. 20) which will contribute to a longitudinal database.

Weaknesses:

The applicant provides a table on cradle to college continuum of service and resources that may comprise the interventions and program, but without any reference source or citation indications whether any of these choices may include supportive strong or moderate evidence. Services and resources, for example, like mentoring, curriculum development, home service, housing or other items listed on the chart are not indicated as research-based or as a recognized best practice (p. 16-18).

Reader's Score: 13

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 applicant is a long-term human service agency in the county that includes the target community. They serve the neighborhood and occupy a former school operating among other programs, a Head Start Pre-K program. They also provide youth and family support programs, mental health, substance abuse, prevention and education programs (p. 27). A

recent effort is described as similar to Promise in which the Guidance Center and its internal evaluation team will participate. It is the Title V prevention program operated by the local government and which will convert as a next step to this project.

The Project Director has served the neighborhood and residents, was involved with using data for decision making, and worked to create relationships and community support. She is a decade long employee of the applicant holding a graduate degree in education and having community experience with education issues. She has worked with the Superintendent of Schools when first converting a closed school to the current applicant community center. She was chair of the River Rouge Prevention Policy Board, predecessor of the current proposed project where she helps to develop a series of Family Resource Centers. In that role she also participated in developing prevention plans whose priorities based on the needs assessment conducted for that program. Her additional experience in fund development helped to establish a Dental Clinic.

The applicant and the Project Director have experience working with schools in relation to the continuum of services currently provided in their former school building in the neighborhood; and in the prior Title V municipal grant that included conducting a needs assessment under the prevention program

The applicant describes an existing resource, the agency Senior Development Office, who has a track record of building community partnership and security a variety of funding streams including \$7.2 million in multi-year grants for the agency and its partners (p. 30).

Weaknesses:

No weakness 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 several management tools and charts in their application illustrating a strong approach to structured implementation to help accomplish their planning year on time and within budget. This includes the Logic Model (Appendix) and the Continuum of Services and Resources based on a Cradle to College timeline (p.16-18). In addition, the applicant provides a planning year timeline for use by the Community Engagement Task Force to implement their project. Included are individual tasks, accomplishment dates and the responsible party. Six specific milestones are woven into

the project plan (p. 34-36).

The applicant includes an MOU that describes the financial commitment of each partner who together have subscribed to aligning their vision and participation with a model of sustainable community (MOU, p. 2). The MOU describes the common Theory of Change, based on the Logic Model and driven by opportunities in collaboration. Also, a Theory of Action related to their prior Prevention Policy Board experience and the SAMHSA strategic prevention framework that resulted. The applicant governance is through the existing Policy Board that has nine residents on its 13-member panel (MOU, p. 4) and represents a wide range of community stakeholders.

The applicant provides a detailed history of their involvement in the community that has been the result of sponsored programs, including several which are stated as aligned with the Promise Neighborhood (p. 33). They illustrate a strong set of relationships with agencies and funders as a means of providing sustainability (p. 31-32).

The applicant has identified and secured letters of support from a wide variety of community organizations that illustrate a diversity of perspectives to be brought to bear in the operation of the project. They indicate that consumers of services, families, school staff, business and persons from other fields will participate (p. 33). The applicant provides a wide range of professional expertise for the Community Engagement Force, listing key resources for policy and implementation (p. 38-39)

Weaknesses:

The applicant does not specifically reference scaling up the proposed Promise Neighborhood beyond the current target area.

Although the applicant describes many of the service opportunities as a potential part of the continuum, in the signed agreements by the partner/participants located in the MOU, in most cases the services to be provided by these signatories are not specified. Only a statement that unnamed services will be provided is included (MOU)

Reader's Score: 18

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 applicant has structured this project in a manner that portends long-term systems change and improvement. The needs assessment is comprehensive and builds on data collected from an earlier program for development of longitudinal measures. A wide range of community resources have stepped forth to be involved in the project, including the School District. Structurally, the applicant has given much thought to the project plan, by including a Logic Model that references the planning period and opportunities to follow. Also they have laid out a set of assumptions for service provision that begins at birth and follows through to high school graduation.

The applicant plan is partly focused on the three schools in the district, but also in the community resource center aligned with Pre-School and community services for youth and family. The applicant has identified a wide-range of potential projects and strategies that have the potential for implementation in a variety of settings. Replication can occur in other communities based on this proposed model.

One promising new strategy that is incorporated as part of this project is the continuation of an existing community structure, which was started under the Title V Strategic Prevention Framework grant and that will be extended based on the similarity of needs assessment and community service continuum. By extending the collaboration already created into a new set of collaborative activities focused on continued improvement, they are developing a model worth replicating elsewhere.

Weaknesses:

No weakness noted.

Reader's Score: 10

Status: Submitted

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Technical Review Coversheet

Applicant: The Guidance Center -- , (U215P100309)

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	18
Quality of Project Services		
1.Project Services	15	12
Quality of Project Personnel		
1.Project Personnel	25	22
Quality of the Management Plan		
1.Management Plan	20	20
Significance		
1.Significance	10	10
	Sub Total	92
	Total	92

Technical Review Form

Panel #3 - Panel - 3: 84.215P

Reader #2: *****

Applicant: The Guidance Center -- , (U215P100309)

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 applicant reports that River Rouge is a neighborhood that has a high unemployment rate (16.4%), one in ten homes are vacant, 22% of residents' income is below the poverty level, and 40% of River Rouge children are economically disadvantaged (p. 3). Dropout and graduation rates reflect a graduation rate of 51.72% and dropout rate of 30.5% for 16-19 year olds (p. 5).

The applicant clearly describes the geographic area as River Rouge with a diverse population.

The applicant described gaps in the economic and environmental sectors and between providers of the services and resources which are frequently weak or nonexistent (p. 7).

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:

The applicant describes that it will build a continuum of services based on the environmental/ecological, social/cultural and economic sectors (p. 6). The applicant reports that the three sectors of sustainability will shape its approach for the project (p. 22).

The applicant proposes to partner with River Rouge Public Schools to develop the Rouge Promise to build a curriculum model that utilized project-based learning (p. 8). The applicant will build a continuum of solutions through a partnership with River Rouge community resources to focus on the planning process (p. 10).

The applicant reports it will work with a national evaluator to support data collection and evaluation goals (p. 21). The applicant reports that the project will be coordinated with related efforts at the community level. The applicant will work with the national evaluator and the Community Engagement Task Force to formalize a plan to identify and collect valid and reliable data (p. 22).

The applicant has developed a plan to develop a strategy that involves building relationships with educational resources, family resources, and community resources (p. 10).

The applicant describes that it will utilize the Needs Assessment and the Segmentation Analysis to begin to identify gaps in services and align identified needs with solutions support.

The applicant will utilize the support of the Center for Excellence, the lead applicant's research and evaluation department (p. 19). The CTE has partnered with various external entities for data sharing purposes.

The applicant reports that it will work with partners to gain access to certain data sources in creating a structure that works with partners and stakeholders to identify and extract data that will eventually be synthesized for dissemination and decision-making (p. 20).

The applicant reports that as 'indicators data' is collected it will be shared with stakeholders (p. 20).

The applicant has identified academic and family and community support indicators to be used for the needs assessment (pp. 23 - 26).

Weaknesses:

The applicant only identified the academic and family and community support indicators. It did not describe the indicators or how they would be measured.

Reader's Score: 18

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 described a continuum of services which reflects coordination and collaboration and thinking from a long-term perspective.

The applicant utilized a logic model that reflected the breadth and depth of services it will utilize to meet the needs of children and families (pp. 16-18).

The applicant has already completed a needs assessment which will be integrated into the project.

Weaknesses:

The applicant does not propose any specific evidence-based models that will lead to improvements in the achievement of students as measured against rigorous academic standards.

Reader's Score: 12

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:

Project Director Roxanne Brinkerhoff - has experience in the Early Childhood and Family Support Center for TGC. She has experience with pre-kindergarten services and service development (p. 28).

Community Organizer Victorio Guillen -has experience in working with youth and the community (p. 29).

Dr. Deborah White, Director of the Center for Excellence - will lead the Needs Assessment, Segmentation Analysis and Evaluation components for the planning year (p. 29).

Kate Callas, Senior Program Development Officer - has a strong record of building community partnerships to secure foundations, corporate, county, state and federal funding (p. 30).

The lead applicant has a strong record of serving River Rouge and its residents through early childhood services, mental health services and substance abuse services.

The department within the lead applicant's organization, the Center for Excellence has research and evaluation experience. The applicant has utilized evaluations to identify training needs, develop workshops, seminars and conferences and to disseminate best-practice information (p. 30).

The lead applicant has a strong record of developing formal and informal relationships and generating community support. Over the past four years the lead applicant has secured \$7.2 million in multi-year grants for the agency and its partners (p. 39).

The applicant has a strong history with braiding funding streams from multiple sources. Over the last four years the lead applicant has secured \$7.2 million in multi-year grants for the agency and its partners (p. 39).

Weaknesses:

The leadership staff for the project to do not have direct experience in working with schools or schools districts described in paragraph 2 of Absolute Priority 1.

Reader's Score: 22

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 lead applicant provided a planning timeline with milestones, tasks relevant to the project and project staff responsible (up 34-36).

The MOU (Appendix C) reflects a shared programmatic commitment, financial commitment, vision alignment, common theory of change, and common theory of action. The MOU describes a common governance structure for planning and infrastructure scale up.

The applicant has several task force ideas that incorporate the work and feedback from a diverse perspective to include other community organizations, the school district, consumers of behavioral health services, families, the business community and other disciplinary and professional fields (p. 33).

The applicant and the River Rouge Public Schools have developed a common matrix for tracking grant submissions and this project will become part of the matrix to plan and execute a unified funding strategy which will sustain services and fund innovation (p. 37).

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 applicant reports that with its strong and diverse partnership with community services, programs, and school district it will develop and effectively implement a robust plan for a continuum of solutions that will result in long-term sustainability, build capacity, develop new strategies and have the potential to sustain and apply the model in a variety of settings (up. 39-40).

The applicant has developed a strong community partnership with River Rouge organizations that bring together a diverse set of services, stakeholders, as well as the school district.

Weaknesses:

None noted.

Reader's Score: 10

Status: Submitted

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Status: Submitted

Last Updated: 8/15/10 12:25 PM

Technical Review Coversheet

Applicant: The Guidance Center -- , (U215P100309)

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	25
Quality of the Management Plan		
1.Management Plan	20	20
Significance		
1.Significance	10	10
	Sub Total	100
	Total	100

Technical Review Form

Panel #3 - Panel - 3: 84.215P

Reader #3: *****

Applicant: The Guidance Center -- , (U215P100309)

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 applicant is proposing to develop the River Rouge Promise Neighborhood Initiative in a bordering Detroit community with 8,321 residents which is 42% African-American and 49.9% Caucasian. The targeted community is surrounded by three low-performing schools with 1,180 students. (pgs. 2-8)

The 2.8 square mile community has experienced a loss of jobs due to the closing steel mill industry and the unemployment rate is currently at 16.4%. As a result of long years as a heavily industrialized community, the targeted area has been plagued by poor air quality, creating health issues for the residents.

The applicant described many compelling issues and indicators needed to be addressed in the area. Thus, the magnitude and severity of the problems are numerous. For example: (1) one in ten homes are vacant, (2) the community is shrinking due to lack of jobs, (3) the median household income is \$30,360 per year and most live 50% below poverty level. (4) 35% of the residents are under the age of 18 and 52% of them live below the poverty level, (5) 80% of the children are on free or reduced lunch; and (6) the schools are low performing and the drop-out rate for 16-19 year olds is at 51.72%. (pgs.2-8)

The applicant presented a well documented narrative to describe the plight of the targeted community and identified and documented the gaps and weaknesses in services that would be addressed by the proposed project.

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 is proposing to work with the River Rouge Public Schools which is a Title One school district with three low performing schools. The Superintendent has recognized and begun to restructure the school curriculum and reorganize the schools to reflect and address the issues that plague the community. The school reorganization will serve as the foundation for all community indicators addressed in the narrative. The plan is to develop the continuum of support services based on the needs in the schools. (pgs. 8-13)

The applicant has formed the River Rouge Preventive Board and the River Rouge Community Engagement Task Force, to develop and initiate the plan for the R.R. Promise Neighborhood. The applicant in collaboration with the partners have conducted formal needs assessments to assist with developing their strategies and solutions. All partners have signed MOU agreements and these stakeholders represent a diverse array of perspectives and resources from social, economic, overemotional, healthcare, government and education.

The applicant (pgs. 16-18) has developed an extensive logic model as framework of how they plan to implement the R.R. cradle to college continuum of services and solutions. The logic model is extensive and a well thought out plan to begin the planning year.

The applicant will contract with a Strategic Planning Consultant who will have expertise in neighborhood revitalization. This person will help them shape and guide the year-long planning process.

The CFE is the applicant's research and evaluation department and will lead in collecting and managing the data needed for developing the project. The applicant will cooperate with using a national evaluator. The CFE has experience in leading extensive internal evaluation with current and previous programs. The applicant has garnered support from other local agencies to share data resources. The sharing will allow the applicant to build a longitudinal data base that could be useful throughout the project life. (pgs. 19-23) The applicant is willing to work with a national evaluator.

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 utilize three sectors of sustainability to shape it's approach for the project. They will use the evidence/research based approach call the Community Based Participatory Evaluation Practice. The practice has been used in many communities looking to revitalize is resources.

The applicant has identified the program indicators. All of the indicators are indicative of the problems and issues in the community. The planning year will focus on developing solutions and services around these indicators.

The School Superintendent recently begun the process of re-organizing the schools. The school organizational plans were incorporated in the proposal and will be very instrumental in developing project services during the planning year. This type of collaboration is an indication that the likelihood of the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.

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.

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 applicant is the largest human service agency in the county and has been in operation for over fifty years. Over the life of the agency, the applicant has been awarded numerous federal, state and local funds to respond to operate programs that respond to the needs of the community.

The applicant is currently located in one of the closed public schools and operates several childcare centers. (pgs. 27-30) The move to the building places the lead applicant in the community, thus making it convenient to work with the schools and serve the residents.

The applicant has identified several key positions. All of the positions and the persons identified to serve in the roles have many years of relevant experience, training and leadership operating programs similar to the vision of Promise Neighborhood.

Weaknesses:

No weaknesses 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 has included a management plan in the narrative. All of the components of the plan are in place and focuses on achieving the objectives of the proposed project on time and within budget. There are clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

The memorandum of understanding describes each partner's financial and programmatic commitment and how their existing activities align with those of the proposed Promise Neighborhood. The applicant has assimilated two governance structures of the proposed Promise Neighborhood and both are inclusive of a diverse group of persons. The support for the grant in the area is conducive of the commitment of the community to sustain the initiatives after grant funding.

Weaknesses:

No weaknesses 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 applicant has developed a framework for the proposed R.R. Promised Neighborhood Initiative that is focused, collaborative, and very likely can build local capacity to address all of the issues that have plagued the community over the years. The proposed project involves developing and expanding on current programs and developing promising new strategies. The proposed project has the potential to become a model program that can be replicated in a variety of urban settings. The planning thus far is commendable. (pgs. 36-38)

Weaknesses:

No weaknesses noted.

Reader's Score: 10

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