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

Technical Review Coversheet

Applicant: Black Family Development, Inc. (U215P110079)
Reader #1: **********

	Points Possible	**Points Scored**
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	15	15
Quality of Project Design		
1. Quality of Project Design	20	18
Quality of Project Services		
1. Qual. of Project Services	20	20
Quality of the Management Plan		
1. Qual. of Management Plan	45	44
Priority Questions		
Competitive Preference Priority		
CPP4 Early Learning		
1. CPP4 Early Learning	2	1
CPP5 Internet Access		
1. CPP5 Internet Access	1	1
CPP6 Arts and Humanities		
1. CPP6 Arts and Humanities	1	1
Competitive Preference Priorities		
CPP7 Affordable Housing		
1. CPP7 Affordable Housing	1	0
Invitational Priority		
Adult Education		
1. Adult Education	0	0
Total	105	100

Technical Review Form

Reader #1: * * * * * * * * * *

Applicant: Black Family Development, Inc. (U215P110079)

Questions

Selection Criteria - Need for Project

 1. **Please respond to the sub-questions regarding the Need for Project.**

Reader's Score: **15**

   Sub Question

   1. **The magnitude or severity of the problems to be addressed by the proposed project as described by indicators of need and other relevant indicators identified in part by the needs assessment and segmentation analysis.**

   Strengths:

   The applicant provides a broad overview of needs based on unemployment rates, extreme high poverty, families headed by single mothers - many of which are still in their teen years. High crime and housing vacancy rates have made the identified areas of Osborn and Clark Park dangerous places for children to grow up.   Risk factors for delayed child development show that children in Osborn and Clark Park will likely start school poorly prepared to learn. Nearly half of all infants were born to mothers who did not receive adequate prenatal care, causing a significant number of children who are born with low birth weight.   The wait list to be enrolled in Early Head Start or Head Start is long due to limited programs and possible misuse of funds. The schools within the Clark Park and Osborn are failing, test scores indicate that there is a significant gap between the students in these schools and their counterparts in the rest of the state.

   Weaknesses:

   None

   Reader's Score: **10**

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

   Strengths:

   The applicant states that the PN planning process will focus on two census tracts, coordinates for these tracks are provided. The applicant has provided sificient information to georgrahically define the area being served

   Weaknesses:

   None

   Reader's Score: **5**

Selection Criteria - Quality of Project Design

1. Please respond to the sub-questions regarding the Quality of Project Design.

Reader's Score: 18

Sub Question

1. The extent to which the continuum of solutions will be aligned with an ambitious, rigorous, and comprehensive strategy for improvement of schools in the neighborhood.

Strengths:

Through reform Detroit Public Schools are seeking transitions that will improve student chances for academic success in pre-teen years. The applicant sees this redesign as an opportunity to serve youth, birth to college through on-site integration of school enrichment and family/community support services. (pg 12)

The applicant proposes that they will be able to move forward on their efforts to support the connection between school and community by helping to ensure that schools become high performing, that they are linked to health clinics to address students' needs, that there are incentive-based financially-based summer schools, that Faith organizations are linked to schools for mentoring, safety and after-school programs and that baby college services, Pre-K through Grade -14 education, college to career programs, local jobs/economic development and accessible 21st century technology are developed and linked.

Weaknesses:

None

Reader's Score: 10

2. The extent to which the applicant describes a proposal to plan to create a complete continuum of solutions, including early learning through grade 12, college- and career-readiness, and family and community supports, without time and resource gaps that will prepare all children in the neighborhood to attain an excellent education and successfully transition to college and a career.

Strengths:

The applicant proposes to be strategic and effective by identifying achievable place-based vision and goals for their early learning network. Using planning dollars PreK-12th grade turnaround strategies by evidence-based intervention to increase teacher effectiveness will be sought. (pg15)

The Obsorn/Clark Park's PN partners will develop a Pipeline of Family/Community Support services to ensure youth graduate with an excellent education. (pg 15-16)

The PN indicators provide a frame for three areas to be considered by the leadership team for integrated systems building; healthy children birth - 3rd grade, children enter school ready to learn, quality early learning experiences.

Weaknesses:

The applicant provides information on existing services that support pre-K through career services, however, there is no Work Group or identified strategy that will ensure that these services are connected to the community.

Teenage pregnancy and issues identified that align to single mothers have not been addressed within the

proposed plan. If this is a significant issue in the community to be served, then it needs to be addressed within the quality of plan.

Reader's Score: 3

3. **The extent to which solutions leverage existing neighborhood assets and coordinate with other efforts, including programs supported by Federal, State, local, and private funds.**

   Strengths:

   The applicant proposes to leverage the work that has been done by the Skillman Foundation's "Good Neighborhoods and Good School initiative. The work will be leveraged by the PN grant and will involve Work Groups to engage vast stakeholder involvement in PN visioneering. (pg 16)   A matrix of existing PN Pipeline members have been provided (pg 18) indicating that the existing neighborhood assets that include programs and services provided by Federal, State, local and private funds.

   Weaknesses:

   None

   Reader's Score: 5

Selection Criteria - Quality of Project Services

1. **Please respond to the sub-questions regarding the Quality of Project Services.**

Reader's Score: 20

1. **The extent to which the applicant describes how the needs assessment and segmentation analysis, including identifying and describing indicators, will be used during the planning phase to determine each solution within the continuum.**

   Strengths:

   The applicant proposes that during the planning period an information system will be designed that is capable of accumulating the querying indicator data longitudinally at the individual, program and school levels. A comprehensive needs assessment will be developed to guide the refinement of the PN plan. The survey will be tailored to the neighborhood's demographic, social, economic, linguistic and educational circumstances. Survey distribution will be comprehensive and delivered by several PN partners. Segmentation analysis will be conducted and will examine ESEA-designated groups and programmatic subgroups.

   Weaknesses:

   None

   Reader's Score: 10

2. **The extent to which the applicant describes how it will determine that solutions are based on the best available evidence including, where available, strong or moderate evidence, and ensure that solutions drive results and lead to changes on indicators.**

Sub Question

Strengths:

The needs assessment data will be integrated with school performance data and other data included in the longitudinal data system to identify greatest need of services. Academic and Family/Community Support indicators will be used to assess the Pipeline's evidenced based practices.

The applicant provides an in-depth matrix on the services and activities to be addressed and has identified key strategies within the plan as either being strong or moderate which will further ensure that solutions drive the results and lead to change. (pg 35-39)

Weaknesses:

None

Reader's Score: 10

Selection Criteria - Quality of the Management Plan

1. Please respond to the sub-questions regarding the Quality of the Management Plan.

Reader's Score: 44

Sub Question

1. Experience, lessons learned, and proposal to build capacity of the applicant's management team and project director in working with the neighborhood and its residents; the schools described in paragraph (2)(b) of Absolute Priority 1; the LEA in which those schools are located; Federal, State, and local government leaders; and other service providers.

Strengths:

The applicant provides an overview of partners who will support the PN Advisory board and will hold all partners accountable for completing a one-year planning period in order to meet the planning activities. BFDI and the partners who have signed on to the MOU have over 10 years experience working with the neighborhood, schools, LEA, and Federal, State and local government leaders. (pg 41)

Weaknesses:

It is unclear who comprises the BFDI management team, their level of responsibility requires that the partners involved be identified.

Reader's Score: 9

2. Experience, lessons learned, and proposal to build capacity of applicant's management team and project director in collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability.

Strengths:

The applicant provides multiple examples (pg 44) of the training and previous work that members of the PN group have been involved in. Additionally, it is expected that the project director and management team will participate in a community of practice that will connect them with PN across the country.

Weaknesses:

Reader's Score: 15

3. **Experience, lessons learned, and proposal to build capacity of applicant's management team and project director in creating formal and informal partnerships, including the alignment of the visions, theories of action, and theories of change described in its memorandum of understanding, and creating a system for holding partners accountable for performance in accordance with the memorandum of understanding.**

    Strengths:

    The applicant states that building the capacity of the community and resident leaders is key and will be achieved by ongoing participation in a community of practice, increasing knowledge and facilitating resident decision-making.

    The applicant states (pg 51) that MOU partners and informal partners are dedicated to a long term collaboration to achieve the PN vision. Informal includes: youth groups, parent associations, schools, faith-based organizations and many others.

    Within the MOU, the applicant introduces and establishes the theory of change that they propose to use over time. Included is a Theory of Action which describes how the intentionality of actions will build capacity to influence and shape policy, practices and resources to scale up the scope and effectiveness of work.

    Weaknesses:

    None

    Reader's Score: 10

4. **Experience, lessons learned, and proposal to build capacity of applicant's management team and project director in integrating funding streams from multiple public and private sources, including its proposal to leverage and integrate high-quality programs in the neighborhood into the continuum of solutions.**

    Strengths:

    The applicant states that one clear lesson learned over the past nine months is that it requires strategic and accountable partnerships that are willing to invest in building together in order for change to occur. Additionally, it takes the right people at the table at the right time to move forward.

    Identifying and integrating funding streams into the project will be headed up by the project director, management team and MOU partners to leverage and integrate new dollars.   This is already evidenced by the funding being allocated from the Kellogg Foundation and the Skillman Foundation for the PN planning year. (pg 64)

    Weaknesses:

    None

    Reader's Score: 10

Priority Questions

Competitive Preference Priority - CPP4 Early Learning

1. **To meet this priority, an applicant must propose in its plan to expand, enhance, or modify, an existing network of early learning programs and services to ensure they are high-quality and comprehensive for**

children from birth through the third grade.

Strengths:

The applicant proposes to develop a modification plan that will build and integrate work at the neighborhood level of an existing county-wide early learning network. This plan will support and facilitate the capacity of elected local officials to improve the quality of and to integrate services and programs being delivered to all young neighborhood children.

Weaknesses:

It is not clear whether this is a proposal to increase services based on community collaboration, or a legislative agenda being reinforced through an 'advocacy' attempt which has some feeling of being more than advocacy, moving towards lobbying.

Reader's Score: 1

Competitive Preference Priority - CPP5 Internet Access

1. **To meet this priority, an applicant must ensure that almost all students in the geographic area proposed to be served have broadband Internet access at home and at school, the knowledge and skills to use broadband internet access effectively, and a connected computing device to support schoolwork.**

   Strengths:

   Through the support of the Youth Advisory Board, the applicant proposes to develop ways to use social networking for community organizing and participation in the PN Initiative. Additionally, the YAB will work to develop a plan that enables all youth the ability to have access to broadband internet at home and at school.

   Weaknesses:

   None

Reader's Score: 1

Competitive Preference Priority - CPP6 Arts and Humanities

1. **To meet this priority, an applicant must include in its plan opportunities for children and youth to experience and participate actively in the arts and humanities in their community so as to broaden, enrich, and enliven the educational, cultural, and civic experiences available in the neighborhood.**

   Strengths:

   Two cultural organizations will work with the PN to develop a plan which includes opportunities for children and youth to experience and participate in arts and humanities throughout the year.

   Weaknesses:

   The applicant needs to provide stronger discussion on how this priority will links to a proposed activity or indicator is not clearly stated.

Reader's Score: 1

Competitive Preference Priorities - CPP7 Affordable Housing

1. **To meet this priority, an applicant must propose to serve geographic areas that were the subject of an affordable housing transformation pursuant to a Choice Neighborhoods or HOPE VI grant awarded by the U.S. Department of Housing and Urban Development during FY2009 or later years.**

   Strengths:
   NA

   Weaknesses:
   NA

Reader's Score: 0

Invitational Priority - Adult Education

1. **To meet this priority, an applicant must include a plan that is coordinated with adult education providers serving neighborhood residents, such as those funded through the Adult Education and Family Literacy Act, as amended. Coordinated services may include adult basic and secondary education and programs that provide training and opportunities for family members and other members of the community to support student learning and establish high expectations for student educational achievement. Examples of services and programs include preparation for the General Education Development (GED) test; English literacy, family literacy, and work-based literacy training; or other training that prepares adults for postsecondary education and careers, or supports adult engagement in the educational success of children and youth in the neighborhood.**

   No

Reader's Score: 0

Status: Submitted
Last Updated: 10/25/2011 06:23 PM

Technical Review Coversheet

Applicant: Black Family Development, Inc. (U215P110079)
Reader #3:   **********

	Points Possible	**Points Scored**
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	15	15
Quality of Project Design		
1. Quality of Project Design	20	19
Quality of Project Services		
1. Qual. of Project Services	20	20
Quality of the Management Plan		
1. Qual. of Management Plan	45	45
Priority Questions		
Competitive Preference Priority		
CPP4 Early Learning		
1. CPP4 Early Learning	2	2
CPP5 Internet Access		
1. CPP5 Internet Access	1	0
CPP6 Arts and Humanities		
1. CPP6 Arts and Humanities	1	1
Competitive Preference Priorities		
CPP7 Affordable Housing		
1. CPP7 Affordable Housing	1	0
Invitational Priority		
Adult Education		
1. Adult Education	0	
Total	105	102

Technical Review Form

Reader #3:   *** * * * * * * * * ***

Applicant: Black Family Development, Inc. (U215P110079)

Questions

Selection Criteria - Need for Project

1. **Please respond to the sub-questions regarding the Need for Project.**

Reader's Score: **15**

  Sub Question

1. **The magnitude or severity of the problems to be addressed by the proposed project as described by indicators of need and other relevant indicators identified in part by the needs assessment and segmentation analysis.**

   Strengths:

   Overall poverty rates are 42.2% and 43.4% in the two targeted areas. One area is about 92% African American and the other is 76.8% Hispanics. Unemployment is higher here than in the rest of Detroit. Applicant describes how these neighborhoods have lost a significant number of residents over the past 10 years. One if five children both in these areas have moms who are still teens and more than half are born to unwed mothers. About half of all infants were born to mothers who did not receive prenatal care. Four of the five schools in these areas are persistently low performing . The fifth school recently moved from low performing to making adequate progress.

   Weaknesses:

   None noted.

   Reader's Score: **10**

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

   Strengths:

   Proposed PN neighborhood are two non-contiguous areas located in east and southwest Detroit. Census tracks 5233 and 5035 are the boundaries of this area.

   Weaknesses:

   None noted.

   Reader's Score: **5**

Selection Criteria - Quality of Project Design

1. **Please respond to the sub-questions regarding the Quality of Project Design.**

Reader's Score: 19

Sub Question

1. **The extent to which the continuum of solutions will be aligned with an ambitious, rigorous, and comprehensive strategy for improvement of schools in the neighborhood.**

   Strengths:

   Applicant includes the specific evidence-based reform models for each of the persistently lowest achieving schools (page 11). Schools are working with turnaround partners which have been listed. Applicant clearly explains how proposed continuum of strategies will link with the school reform effort. Principals of the target schools traveled with applicant for a 3-day trip to Harlem Children s Zone to learn strategies and apply to their Detroit schools (page 13). Applicant has a 10-year history of working closely with schools to improve outcomes for children. Plans for addressing the needs of English Language Learners are included (page 19).

   Weaknesses:

   Applicant introduces Baby College services on page 12 but does not elaborate on what this concept is or what services are to be provided. On page 14 they state they will fill Baby College gaps, but does not identify what those gaps are. They may have a very clear idea of what they are talking about, but they do not explain this to the reader. Other references are made throughout the proposal to this term without a clear explanation of what they are talking about.

   Reader's Score: 9

2. **The extent to which the applicant describes a proposal to plan to create a complete continuum of solutions, including early learning through grade 12, college- and career-readiness, and family and community supports, without time and resource gaps that will prepare all children in the neighborhood to attain an excellent education and successfully transition to college and a career.**

   Strengths:

   Table on page 18 illustrates the existing pipeline with specific partners and programs that address the range of needs in the community. Diagram to Improve Student Outcomes, which include early childhood and youth with disabilities is included on page 19. Workforce Development Collaborative is partner which targets delinquent, homeless and youth aging out of the welfare system (page 19). A well-developed Logic Model is included on page 21 which elaborates of their plan to include family and neighborhood supports to move children from infancy through college or career.

   Weaknesses:

   None noted.

   Reader's Score: 5

3. **The extent to which solutions leverage existing neighborhood assets and coordinate with other efforts, including programs supported by Federal, State, local, and private funds.**

   Strengths:

   Proposed process will build on the efforts of Skilllman Foundation s Good Neighborhoods and Good Schools Imitative (page 9). Partners have experience integrating funding streams from Department of Education, Department of Housing and Urban Development, and Department of Justice. They understand how to identify and unravel conflicting government policies (page 42).
    Students will be empowered as change agents (page 32). Parent association, faith community, and housing coalitions are identified as assets (page51).

Sub Question

Weaknesses:

None noted.

Reader's Score: 5

Selection Criteria - Quality of Project Services

1. **Please respond to the sub-questions regarding the Quality of Project Services.**

Reader's Score: 20

Sub Question

1. **The extent to which the applicant describes how the needs assessment and segmentation analysis, including identifying and describing indicators, will be used during the planning phase to determine each solution within the continuum.**

   Strengths:

   Child Trends and Data Driven Detroit will design survey and sample 2150 and 2150 parents to be interviewed (page33). Segmentation analysis will include males, female, race, English learners, economic status, and special needs (page 34). Parents of students living in the neighborhood, but who are not attending neighborhoods schools will be included the sampling of the community survey. (page 33). The Academic and Family Community Support indicators will be used to assess Pipeline s evidence-based practices (page33). Table on pages 34-35 details the indicators, measurement source, and agencies/program who will be addressing the indicators.

   Weaknesses:

   None noted.

   Reader's Score: 10

2. **The extent to which the applicant describes how it will determine that solutions are based on the best available evidence including, where available, strong or moderate evidence, and ensure that solutions drive results and lead to changes on indicators.**

   Strengths:

   The Family and Community Support Work Group will select providers engaged in planning to develop or maintain existing, strong or moderate levels of evidence-based practices, and demonstrate some level of electronic data tracking. Table on page 35-39 detail programs in place of ones that are being considered. Programs with strong evidence are noted.

   Weaknesses:

   None noted.

   Reader's Score: 10

Selection Criteria - Quality of the Management Plan

1. **Please respond to the sub-questions regarding the Quality of the Management Plan.**

Reader's Score: 45

1. **Experience, lessons learned, and proposal to build capacity of the applicant's management team and project director in working with the neighborhood and its residents; the schools described in paragraph (2) (b) of Absolute Priority 1; the LEA in which those schools are located; Federal, State, and local government leaders; and other service providers.**

   Strengths:

   Applicant agency and MOU partners have over 10-years experience working with these neighborhoods on collaborative projects. Previous project include the Good Neighborhoods & Good School Schools initiative. Applicant providers direct services in the community. A previous partnership with the schools included partnering with the Brenda Scott Academy to use the FAST model to avert school-drop out (page 13).

   Weaknesses:

   None noted.

   Reader's Score: 10

2. **Experience, lessons learned, and proposal to build capacity of applicant's management team and project director in collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability.**

   Strengths:

   Applicant agency is one of five sites selected to pilot the Results Based Accountability scorecard from the Promise Neighborhoods Institute. A tracking system logic model is included on page 48. The president of Southwest Solutions will co-chair the Results Based Accountability Management Team. A PN data tracking system will provide a comprehensive data integration system. Child Trends will develop the needs assessment Survey. Data Driven Detroit will devise a methodology to sample 2150 parent and 2150 students in the PN (page 33). Surveys will be translated into Spanish and Hmong. Wayne State will provide support to ensure data collection methods are thorough. They will also train local residents to collect the data.

   Weaknesses:

   None noted.

   Reader's Score: 15

3. **Experience, lessons learned, and proposal to build capacity of applicant's management team and project director in creating formal and informal partnerships, including the alignment of the visions, theories of action, and theories of change described in its memorandum of understanding, and creating a system for holding partners accountable for performance in accordance with the memorandum of understanding.**

   Strengths:

   Applicant has 23 MOU partners and significant relationships with neighborhood groups including the faith community, youth groups, and community activists. Theory of change, vision and specific roles and responsibilities are documented in the MOU as well as on the table on pages 35-39. Detailed timeline on page 63 has been agreed upon and partners will be held accountable for completing their stated objectives.

Weaknesses:

None noted.

Reader's Score: 10

4. **Experience, lessons learned, and proposal to build capacity of applicant's management team and project director in integrating funding streams from multiple public and private sources, including its proposal to leverage and integrate high-quality programs in the neighborhood into the continuum of solutions.**

Strengths:

Applicant and MOU partners have significant expertise in combining funding streams. Applicant obtained a $100 M 5-year grant from the County of Wayne to develop and ooperte a juvenile justice Care Management Organization with required blending Medicaid, Child Care Fund, Title IV-E, TANF, OJJDP and Family Preservation fund. Private monies included Kellogg Foundation and Skillman Foundation funds are being leveraged in the current plan for a Promise Neighborhood.

Weaknesses:

None noted.

Reader's Score: 10

Priority Questions

Competitive Preference Priority - CPP4 Early Learning

1. **To meet this priority, an applicant must propose in its plan to expand, enhance, or modify, an existing network of early learning programs and services to ensure they are high-quality and comprehensive for children from birth through the third grade.**

Strengths:

BDFI Promise Neighborhoods proposed to develop a modification Plan that will focus, coordinate, build, and integrate work at the neighborhood level of an existing county-wide Early Learning Network, the Great State Collaborative-Wayne.

Weaknesses:

None note.d

Reader's Score: 2

Competitive Preference Priority - CPP5 Internet Access

1. **To meet this priority, an applicant must ensure that almost all students in the geographic area proposed to be served have broadband Internet access at home and at school, the knowledge and skills to use broadband internet access effectively, and a connected computing device to support schoolwork.**

Strengths:

Not scored.

Weaknesses:

Reader's Score: 0

Competitive Preference Priority - CPP6 Arts and Humanities

1. **To meet this priority, an applicant must include in its plan opportunities for children and youth to experience and participate actively in the arts and humanities in their community so as to broaden, enrich, and enliven the educational, cultural, and civic experiences available in the neighborhood.**

   Strengths:

   Applicant will partner will the Detroit Institute of Arts and the Contemporary Art Institute of Detroit to develop an arts and humanities plan for children and youth.

   Weaknesses:

   None noted.

Reader's Score: 1

Competitive Preference Priorities - CPP7 Affordable Housing

1. **To meet this priority, an applicant must propose to serve geographic areas that were the subject of an affordable housing transformation pursuant to a Choice Neighborhoods or HOPE VI grant awarded by the U.S. Department of Housing and Urban Development during FY2009 or later years.**

   Strengths:

   Not scored.

   Weaknesses:

Reader's Score: 0

Invitational Priority - Adult Education

1. **To meet this priority, an applicant must include a plan that is coordinated with adult education providers serving neighborhood residents, such as those funded through the Adult Education and Family Literacy Act, as amended. Coordinated services may include adult basic and secondary education and programs that provide training and opportunities for family members and other members of the community to support student learning and establish high expectations for student educational achievement. Examples of services and programs include preparation for the General Education Development (GED) test; English literacy, family literacy, and work-based literacy training; or other training that prepares adults for postsecondary education and careers, or supports adult engagement in the educational success of children and youth in the neighborhood.**

Reader's Score:

Status: Submitted
Last Updated: 10/27/2011 06:45 PM

Technical Review Coversheet

Applicant: Black Family Development, Inc. (U215P110079)
Reader #2:   **********

	Points Possible	**Points Scored**
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	15	15
Quality of Project Design		
1. Quality of Project Design	20	19
Quality of Project Services		
1. Qual. of Project Services	20	20
Quality of the Management Plan		
1. Qual. of Management Plan	45	44
Priority Questions		
Competitive Preference Priority		
CPP4 Early Learning		
1. CPP4 Early Learning	2	2
CPP5 Internet Access		
1. CPP5 Internet Access	1	0
CPP6 Arts and Humanities		
1. CPP6 Arts and Humanities	1	1
Competitive Preference Priorities		
CPP7 Affordable Housing		
1. CPP7 Affordable Housing	1	0
Invitational Priority		
Adult Education		
1. Adult Education	0	0
Total	105	101

Technical Review Form

Reader #2:   * * * * * * * * * *

Applicant: Black Family Development, Inc. (U215P110079)

Questions

Selection Criteria - Need for Project

 1. **Please respond to the sub-questions regarding the Need for Project.**

Reader's Score: 15

   Sub Question

   1. **The magnitude or severity of the problems to be addressed by the proposed project as described by indicators of need and other relevant indicators identified in part by the needs assessment and segmentation analysis.**

   Strengths:

   Needs are well-defined by extensive data on a comprehensive list of relevant variables. Appropriately, data for each of the two census tracts is presented separately. The picture is clear. Both census tracts, although differing in race and ethnicity, are unquestionably disadvantaged areas in need of the kinds of initiatives presented in the proposal. (pp. 3-10).

   Weaknesses:

   No weaknesses.

   Reader's Score: 10

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

   Strengths:

   The project area is defined precisely by the tract numbers of two non-contiguous census tracts (pp. 2-3).

   Weaknesses:

   No weaknesses.

   Reader's Score: 5

Selection Criteria - Quality of Project Design

 1. **Please respond to the sub-questions regarding the Quality of Project Design.**

Reader's Score: 19

1. **The extent to which the continuum of solutions will be aligned with an ambitious, rigorous, and comprehensive strategy for improvement of schools in the neighborhood.**

   Strengths:

   The proposed Promise Neighborhood initiative has the advantage of building on a current planning process that has established a shared vision, a culture of data-driven decision making, and trusting relationships among partners (pp. e-30 and 10).

   Weaknesses:

   No weaknesses.

   Reader's Score: 10

2. **The extent to which the applicant describes a proposal to plan to create a complete continuum of solutions, including early learning through grade 12, college- and career-readiness, and family and community supports, without time and resource gaps that will prepare all children in the neighborhood to attain an excellent education and successfully transition to college and a career.**

   Strengths:

   The applicant is planning a solid continuum of solutions, the Promise Neighborhood Pipeline, which extends from early childhood through college. The solutions include programs for schools, family, social services, health, community-building, and special populations such as English language learners, youth with disabilities, and early childhood. The chart on page 18 shows the large number of programs already in place in the Pipeline and indicates parts of the pipeline planned but not yet developed, such as evidence-based practices and MOU partners in college programs.

   Weaknesses:

   The proposal is missing information needed to assess the comprehensiveness of the strategy, for instance, the lack of description of baby college.

   Reader's Score: 4

3. **The extent to which solutions leverage existing neighborhood assets and coordinate with other efforts, including programs supported by Federal, State, local, and private funds.**

   Strengths:

   The proposal builds on the previously-funded work of the community, parents, neighborhoods, schools and partner organizations. This prior funding has prepared these two communities to convert their shared vision and initial planning into a full-scale Promise Neighborhood initiative, a prime example of effective levering of neighborhood assets along with government and private funding. See page 18 for an illustration of the expanse of this levering. In addition, the applicant demonstrates awareness of the tremendous potential of Promise Neighborhoods initiatives. For example, the applicant took a group of school administrators and family and community providers to visit the Harlem Children Zone.

   Weaknesses:

   No weaknesses.

   Reader's Score: 5

Selection Criteria - Quality of Project Services

1. Please respond to the sub-questions regarding the Quality of Project Services.

Reader's Score: **20**

    Sub Question

1. **The extent to which the applicant describes how the needs assessment and segmentation analysis, including identifying and describing indicators, will be used during the planning phase to determine each solution within the continuum.**

    Strengths:

Overseen by the Results-Based Accountability Management Team, needs assessment and segmentation analysis results will be disseminated using a Promise Neighborhood Dashboard (p. 27).   A clear and comprehensive outline of the segmented needs assessments and accompanying solutions is presented in Exhibits 5 and 6 (pp. 35-39), which present, for each Promise Neighborhood indicator, the indicator measures, the needs assessment measure source or local data source, programs to achieve indicators, and program descriptions.   These exhibits illustrate the richness of the data and analysis upon which the proposal is based.

    Weaknesses:

No weaknesses.

    Reader's Score: **10**

2. **The extent to which the applicant describes how it will determine that solutions are based on the best available evidence including, where available, strong or moderate evidence, and ensure that solutions drive results and lead to changes on indicators.**

    Strengths:

The application states (p. 22) that the Strengthening Families evidence-based model of protective factors will be used as a framework in providing student and family support services. The plan to closely monitor and make public the results of the services makes clear that the applicant is serious about solutions driving results. The application includes an extensive list of citations of evidence-based programs listed on the proposed Pipeline of services (Attachment 5). In addition, the three-year accreditation report contained numerous references to its evidence-based practices.

    Weaknesses:

No weaknesses.

    Reader's Score: **10**

Selection Criteria - Quality of the Management Plan

1. **Please respond to the sub-questions regarding the Quality of the Management Plan.**

Reader's Score: 44

1. **Experience, lessons learned, and proposal to build capacity of the applicant's management team and project director in working with the neighborhood and its residents; the schools described in paragraph (2) (b) of Absolute Priority 1; the LEA in which those schools are located; Federal, State, and local government leaders; and other service providers.**

   Strengths:

   The applicant has 33 years of experience working in the community, and along with its MOU partners, has over 10 years of experience working with the neighborhood residents, schools and LEA, and with Federal, State and local governments (p. 41). The Project Director, management team and MOU partners have an open and trusting relationship with the LEA, the schools and school unions (p. 43). The results accountability culture will be built on these solid relationships (p. 44).

   Weaknesses:

   The BFDI management team is not sufficiently identified. The application would benefit from a formal organization chart with names and responsibilities.

   Reader's Score: 9

2. **Experience, lessons learned, and proposal to build capacity of applicant's management team and project director in collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability.**

   Strengths:

   A major strength of the applicant is an expanding sophistication regarding data (p. 46). For example, the applicant discusses ensuring privacy protection, expanding data integration, and the need for longitudinal data tracking systems to measure results over time. Capacity building will focus on speaking a shared data language for results and on adherence to privacy issues, integrating public and private data systems, developing and implementing a master data-sharing agreement, effectively administering the Scorecard System, implementing best practice data report models, and establishing data checkpoints during the planning year to stay on track with desired results. During the planning year the applicant, the project director, and the advisory board, in collaboration with the Results Based Accountability Management Team, will design, expand, and implement a comprehensive data tracking system. The Results-Based Accountability Management Team is central to the management structure, as shown in the organization diagram, p. 56.

   Weaknesses:
   No weaknesses.

   Reader's Score: 15

3. **Experience, lessons learned, and proposal to build capacity of applicant's management team and project director in creating formal and informal partnerships, including the alignment of the visions, theories of action, and theories of change described in its memorandum of understanding, and creating a system for holding partners accountable for performance in accordance with the memorandum of understanding.**

Strengths:

Partners have signed a comprehensive Memorandum of Understanding that describes the Promise Neighborhood initiative vision, theory of change, financial and programmatic commitment, and roles and responsibilities (p. 54).

No weaknesses.

Weaknesses:

No weaknesses.

Reader's Score: 10

4. **Experience, lessons learned, and proposal to build capacity of applicant's management team and project director in integrating funding streams from multiple public and private sources, including its proposal to leverage and integrate high-quality programs in the neighborhood into the continuum of solutions.**

Strengths:

The applicant and its MOU partners are experienced and successful in integrating multiple funding streams to maximize community change efforts. Evidence of this success is presented on page 64. Two of the partners, City Connects Detroit and the University of Michigan Technical Assistance Center, will be the primary resources for tracking capacity-building resources and securing new sources of funding (p. 64). The annual Lessons Learned Report will report on lessons learned from integrating funding sources and analyzing and using data (p. 65).

Weaknesses:

No weaknesses.

Reader's Score: 10

Priority Questions

Competitive Preference Priority - CPP4 Early Learning

1. **To meet this priority, an applicant must propose in its plan to expand, enhance, or modify, an existing network of early learning programs and services to ensure they are high-quality and comprehensive for children from birth through the third grade.**

Strengths:

The application describes the large and active leadership network for early learning that will provide leadership for this work (p. 66).

Weaknesses:

No weaknesses.

Reader's Score: 2

Competitive Preference Priority - CPP5 Internet Access

1. To meet this priority, an applicant must ensure that almost all students in the geographic area proposed to be served have broadband Internet access at home and at school, the knowledge and skills to use broadband internet access effectively, and a connected computing device to support schoolwork.

   Strengths:

   Not sufficiently addressed to score.

   Weaknesses:

   Not siffocoemt;y addressed to score.

Reader's Score: 0

Competitive Preference Priority - CPP6 Arts and Humanities

1. To meet this priority, an applicant must include in its plan opportunities for children and youth to experience and participate actively in the arts and humanities in their community so as to broaden, enrich, and enliven the educational, cultural, and civic experiences available in the neighborhood.

   Strengths:

   The Promise Neighborhood initiative will partner with two key cultural organizations to develop opportunities for children and youth to experience and participate in the arts and humanities. These institutions are the Detroit institute of Arts and the Contemporary Art Institute of Detroit (p. 68).

   Weaknesses:

   No weaknesses.

Reader's Score: 1

Competitive Preference Priorities - CPP7 Affordable Housing

1. To meet this priority, an applicant must propose to serve geographic areas that were the subject of an affordable housing transformation pursuant to a Choice Neighborhoods or HOPE VI grant awarded by the U.S. Department of Housing and Urban Development during FY2009 or later years.

   Strengths:

   Not sufficiently addressed to score.

   Weaknesses:

   Not sufficiently addressed to score.

Reader's Score: 0

Invitational Priority - Adult Education

1. To meet this priority, an applicant must include a plan that is coordinated with adult education providers serving neighborhood residents, such as those funded through the Adult Education and Family Literacy Act, as amended. Coordinated services may include adult basic and secondary education

and programs that provide training and opportunities for family members and other members of the community to support student learning and establish high expectations for student educational achievement. Examples of services and programs include preparation for the General Education Development (GED) test; English literacy, family literacy, and work-based literacy training; or other training that prepares adults for postsecondary education and careers, or supports adult engagement in the educational success of children and youth in the neighborhood.

No

Reader's Score: **0**

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