

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

Status: Submitted

Last Updated: 11/04/2011 11:24 AM

Technical Review Coversheet

Applicant: CAMBA, Inc. (U215P110056)

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	20
Quality of Project Services		
1. Qual. of Project Services	20	19
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	
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	
Invitational Priority		
Adult Education		
1. Adult Education	0	
Total	105	101

Technical Review Form

Panel #13 - Panel - 13: 84.215P

Reader #3: *****

Applicant: CAMBA, Inc. (U215P110056)

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 includes multiple indicators of problems to be addressed. These include percentages of foreign-born residents who do not speak English; poverty levels of the neighborhood relative to the larger city; high unemployment rate; high home foreclosure rate; relatively low educational attainment; percentage of residents receiving income support. (pages 3-7). Additionally, the applicant provides specific academic need indicators particular to the targeted schools. For instance, the high school into which the targeted elementary school feeds is considered a "low-performing after failing to meet adequate yearly progress (AYP) for two consecutive years" (p.7). As well as using publicly-available quantifiable data, the applicant based the statement of need on the outgoing principal's particular concerns, such as adjusting and acculturating newly arriving students from Haiti (p.9). It is important that the applicant painted an in depth picture of the academic needs, relying on information from 'insiders' as well as data generated from standardized tests.

Weaknesses:

None.

Reader's Score: 10

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

Strengths:

The applicant included a map with clearly defined boundaries and school sites labeled. The applicant also notes the districts in which the neighborhood encompasses and the amount of residents living in the area.

Weaknesses:

None.

Sub Question

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: 20

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:

The applicant proposes to work closely with targeted schools, PS269 and PS361 and support existing school improvement strategies, such as implementing the Collaborative Inquiry model and the Common Core State Standards (p. 14). The applicant clearly understands the school reform measures, as evidenced by listing the actions required to meet school goals (e.g., organizing teachers around the learning of a select group of students, p. 14). Supporting the implementation of the Common Core State Standards, along with Charlotte Danielson's teacher framework (p.16) ensures that the applicant will increase rigor in schools. The applicant also addresses ways it will align its efforts to support improvement in the community. For instance, the lead agency operates the Beacon Community Center, which is a "hub for families to access integrated and comprehensive services" (p. 13). Notably, this center is located in one of the targeted schools, enabling the applicant to easily link community and school services.

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 describes a comprehensive continuum of solutions, affecting early learning through college and career readiness. The applicant has been in conversation with a group of community partners and stakeholders since February 2011 and has developed a preliminary continuum of solutions, shown in Figure 3 on page 19. The solutions involve the coordination of multiple service agencies, many of which are implemented by the lead agency (e.g., Healthy Families Initiative, STARS Drug Prevention, HIV/AIDS Case Management, and Beacon 269). Each educational level, from early learning to college and career are addressed, as evidenced by Figure 3. Importantly, the applicant recognizes the importance of post-secondary education and plans to coordinate with Brooklyn College to ensure students are prepared to attend college (p.20).

The applicant has been thoughtful and honest about potential gaps in services (shown in red on Figure 3) and has begun planning for capacity-building to fill these gaps.

Sub Question

Weaknesses:

None.

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:

With a \$92 million annual budget, the applicant has a proven track record with community organizations as a trusted partner. The proposed solutions utilize Federal, State, local, and private funds. For instance, the Beacon 269 Community System relies on a combination of City Tax Levy funding, State dollars, and federal funds. The lead agency has cultivated relationship with government officials who have pledged support to the planning grant (p.22). Additionally, the lead agency has proposed solutions in partnership with the institutes of higher education (e.g., Brooklyn Educational Opportunity Center, a program of SUNY), local farmers, and government social service offices (e.g., NYC Department of Health and Mental Hygiene).

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: 19

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:

The applicant describes how it will partner with the Center for the Study of Brooklyn and Brooklyn College to conduct a needs assessment and segmentation analysis for the required Promise Neighborhood indicators. Additionally, the applicant will collect and analyze additional community-level data points from existing data sets. In analyzing the needs assessment to determine solutions, the applicant will learn from the community members through town meetings, surveys, and focus groups. It is very important that the applicant emphasized how the community will be involved in the needs assessment and solutions.

Weaknesses:

None.

Sub Question

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 applicant proposes that all solutions identified will be high quality based on research and practice. The applicant also proposes to conduct literature reviews of high quality solutions, demonstrating that the applicant is open to new ideas. Existing programs that might be potential solutions are described as evidence and research-based.

Weaknesses:

Not all of the extant programs listed by the applicant are described as having a strong research base. For instance, the literacy curriculum is described as "a research based curriculum, READ XL, published by Scholastic designed to respond to educational needs of struggling readers in an after school setting." This description does not include any citations to the research that supports READ XL, and it cannot be assumed that all published educational materials are based on strong research.

Reader's Score: 9

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

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 CEO of the lead agency has worked in the neighborhood for more than 30 years, and has developed a racially and ethnically diverse staff that is responsive to the community needs. The lead agency has a close relationship with one of the target schools, PS269, through operating the Beacon community center located at the school. Through this community center, the lead agency has worked with over a thousand residents, building trust among the community. The applicant demonstrates its track record of success in partnering with community members and agencies with data on education, health, family support, and housing services outcomes (p.35).

Importantly, the lead agency has experience and the linguistic and cultural expertise to work with the diverse population in the neighborhood. The staff is multilingual and regularly receives professional development on issues related to youth with special needs (p.40).

Weaknesses:

None.

Reader's Score: 10

Sub Question

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 lead agency has experience using data to drive services. In partnership with a private information technology provider, the lead agency developed their own, individualized data management system called Enginuity in 2006. After several years of using this system, the lead agency is well-positioned to apply Enginuity to the planning grant. Enginuity is a premier data system and appropriate for the Promise Neighborhood project because of its ability to connect with other databases to link services (p. 57).

Additionally, the applicant provided a detailed list of tasks to complete to expand Enginuity to other grant members of the Promise Neighborhood. This list demonstrates that the applicant has thoughtfully considered the practical steps to ensuring robust data storage and is prepared to act on them.

Weaknesses:

None.

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 has partnered with formal and informal entities, including PS361/269 elementary schools, Greater Brooklyn Health Coalition, and New York City Department of Social Services. The applicant's theory of action explains how the lead agency will work with partner agencies to achieve a common vision and goal. Each partner has agreed to specific guiding principles (listed on page 63).

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:

With an annual \$92 million budget, the lead agency has demonstrated competency managing multiple funding streams from public (e.g., City Tax Levy funding for Beacon 269 Community System on page 65) to private (e.g., through developing successful fundraising campaigns on page 66). The lead agency currently manages and operates over 150 programs in areas of education, economic development, family support services, HIV/AIDS services, housing services, and legal services.

Weaknesses:

None.

Sub Question

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:

Weaknesses:

Reader's Score:

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:

The applicant will conduct a needs assessment to determine the number of children without internet access. The applicant proposes to explore locations and opportunities for internet availability, such as school or community center sites. The applicant will also investigate options to purchase reduced-price computers for homes.

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:

The applicant has partnered with Arts organizations such as the Old Stone House and the Brooklyn Arts Council to play a role in the needs assessment, which will contain a component that queries residents' art and cultural activities. The Arts organizations will also be a part of the planning process for potential solutions. In addition, the applicant will identify and map existing arts and humanities offerings, such as "club model workshops" in which a specialist facilitates learning that is connected to the school day.

Weaknesses:

None.

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:

Weaknesses:

Reader's Score:

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: 11/04/2011 11:24 AM

Status: Submitted

Last Updated: 11/04/2011 12:02 PM

Technical Review Coversheet

Applicant: CAMBA, Inc. (U215P110056)

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	20
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	
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	
Invitational Priority		
Adult Education		
1. Adult Education	0	
Total	105	102

Technical Review Form

Panel #13 - Panel - 13: 84.215P

Reader #2: *****

Applicant: CAMBA, Inc. (U215P110056)

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 extensive needs of the community are well-documented, from the 90+% poverty rates to low educational attainment levels. The challenges created by the arrival of Haitian immigrants after the devastating 2010 earthquake brought to light the issues facing the FPNI (p 9).

Weaknesses:

None.

Reader's Score: 10

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

Strengths:

The area is well-defined by census tract level data. The inclusion of a Phase I Pilot area and a full scaled-up model shows a measured and judicious approach to the rollout of the full initiative (p 11 and Appendix F).

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: 20

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:

The applicant plans to align with the educational strategies of longtime partners PS269 and PS361 as they adopt the excellent Collaborative Inquiry and Common Core Standards supported by the NYC Department of Education and the research-based work of Charlotte Danielson to adapt their teaching framework (p14-15).

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 details a comprehensive continuum of services from cradle to college and career (Chart, p19, and 21-24), including plans to help students in the transition from middle school to high school. Of special interest is the survey to determine per child/per solution unit rate costs of various service providers (p 17).

The continuum of solutions detailed in Appendix H shows significant thought and detail.

Weaknesses:

None.

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:

The applicant will build on its extensive relationships with dozens of area service providers to leverage and coordinate the neighborhood's rich assortment of existing assets. Such priority is given to this process that one of the four governance teams -- the Neighborhood Assets Team -- is focused on identifying and leveraging existing assets (28 and Chart, 52).

With over 150 contracts, and approximately \$20 million of its \$92 million budget in performance-based contracts (p 24), the organization clearly understands how to utilize assets well. Again, detailed lists of the various service providers (21-24, 27-28 and Appendix H) show the numerous partners whose assets will be leveraged by FPNI. Applicant also has strong relationships with governmental officials, one of whom will sit on the FPNI Advisory Board. (25)

Weaknesses:

None.

Sub Question

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:

Through a partnership with Brooklyn College, the applicant plans to gather data from town halls, surveys, and focus groups in order to identify needs (28-29). In addition to target schools, the needs assessment will include children from all families in the area. The Data and Evaluation Team will be one of four teams in the FPNI governance structure (28 and Chart, 52).

The applicant currently employs a longitudinal data system (Engenuity) whose expansion across NYC's LEA will be examined (17). Longitudinal data can also greatly help with the assessment of needs in the neighborhood.

The applicant highlights several examples of utilizing CNAs to develop targeted responses, such as in after school programs and the Healthy Families program (p 41).

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.

Strengths:

The applicant clearly strives to utilize numerous evidence-based solutions in all its programs, from the educational strategies to service delivery models currently employed. On pages 30-31 of the application, the applicant cites nearly 20 evidence-based models and interventions already utilized by the applicant and its partners.

The team plans to conduct literature reviews (29) to identify other promising program models. (29).

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: 45

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:

Through the lead applicant's 34-year history, it has serviced hundreds of thousands of people (24), and annually services 45,000 individuals and families (33). The applicant has strong roots in the community, with 50 locations across Brooklyn and NYC (33). Programs include initiatives addressing many aspects of a healthy life, including food and nutrition (27) and adult literacy.

The applicant has worked with one target school for 18 years.

The agency's staff is multi-cultural and speak over 30 languages to meet the needs of a diverse neighborhood population. (39-40). Approximately 10% of its 1300 staff members are former clients, including some senior managers. (39) The applicant is well-positioned to connect with its neighborhood in a meaningful, productive way.

Weaknesses:

None.

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:

As mentioned earlier, the applicant currently employs a longitudinal data system (Enginuity) whose expansion across NYC's LEA will be examined (17). The system has been rigorously tested by city and state governments (58.)

The data provided by the applicant regarding Agency-wide 2010 outcomes (35) shows that the organization tracks meaningful data regarding its work, including promotion rates of students and adult learners, evictions prevented, and breastfeeding rates (35-38). The applicant's successful experience with performance-based contracts also suggests an aptitude for utilizing data for decisionmaking and continuous improvement.

Weaknesses:

None.

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,**

Sub Question

and creating a system for holding partners accountable for performance in accordance with the memorandum of understanding.

Strengths:

It may be easier to list those agencies/individuals with whom the applicant does NOT have a relationship than those with whom it does. The applicant is deeply tied to its community. The various MOUs, letters of support, and in-kind contributions pledged (Appendix C) shows that the applicant's management team has strong buy-in and support for its vision and theories of action and change.

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:

With 150 contracts, \$92 million in funding, and \$20 million of that from performance-based contracts, the applicant is clearly skilled at leveraging funding for strong performance.

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:

Weaknesses:

Reader's Score:

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:

The applicant plans to conduct a needs assessment and then consider solutions to expanding internet connectivity, including utilizing community meeting rooms as Internet Cafes. Age-appropriate tools will test student's familiarity and skill with the internet. The applicant will look into low-cost computer distributors and possible applications through cell phones and other low-cost, widely-available technologies. (67-68)

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:

Through enrichment programming pledged by the Brooklyn Arts Council, the Old Stone House, and its own Shona Sculpture Gallery, the applicant plans to broaden the arts and humanities experience of its neighborhood residents. Data from surveys will map existing offerings to expressed needs. (70-71)

Weaknesses:

None.

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:**Weaknesses:**

Reader's Score:

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:

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Status: Submitted

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Technical Review Coversheet

Applicant: CAMBA, Inc. (U215P110056)

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	17
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	
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	
Invitational Priority		
Adult Education		
1. Adult Education	0	
Total	105	97

Technical Review Form

Panel #13 - Panel - 13: 84.215P

Reader #1: *****

Applicant: CAMBA, Inc. (U215P110056)

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 community is mainly an immigrant one, originating from the Caribbean. Language barriers are an issue, and these have translated into poor educational outcomes for youth, as well as lack of employment opportunities. Issues facing the community include: overcrowding, pollution and vermin infestation. The proposal presents data ranging from poverty, health as well as, academic need indicators.

Weaknesses:

None

Reader's Score: 10

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

Strengths:

The area is described as small (2.3 miles, 300 blocks) and dense in terms of population. The schools that are located within the area are described (with data included) and presented.

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:

The project includes a well-thought out and comprehensive strategy that will focus on improving the targeted schools in the service area. These will work with not only students and families, but also with teachers. The strategy will also engage community organizations and integrate them into the effort, breaking down existing silos. This will ensure that there is efficiency in resources and buy in from everyone who participates in the neighborhood.

Weaknesses:

School administrators are not mentioned as part of the reform. There was a lack of focus on services for students who do not speak English well, as well as how to engage parents who do not speak English at all into this strategy.

Reader's Score: 8

- 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 implementation plan is clear, the continuum of services by age category includes the right partners, and is action oriented. The plan is presented by age category.

Weaknesses:

None

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:

Many programs managed and coordinated by CAMBA are outlined. These are impressive and align well with the Promise Grant's goals. There is also a list of impressive partners in different sectors.

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: 17

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:

The use of the Four Topical Teams in the project is a straightforward idea. They have partnered with an academic institution in the collection of data and analysis, another example of using local resources.

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.

Strengths:

The proposal mentions its commitment to evidence-based work and states that it will be implemented. Programs already in place by CAMA that use with evidence-based models and intervention are mentioned

Weaknesses:

There is no link between the programs mentioned and the project.

Reader's Score: 7

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

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:

CAMBA is a 34 year old organization deeply rooted in the community. The project as presented outlines an effort that incorporates the community it will serve. The staff leading the agency is well experienced. Schools described fit well within the criteria. There are leaders and providers from different sectors involved.

Sub Question

Weaknesses:

None

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:

CAMBA as an agency tracks its progress and outcomes with data, and this data is presented. The numbers of people served and outcomes achieved are impressive in the different areas. It is reasonable to expect the same will be done with this project.

Weaknesses:

None

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 partnerships for the project have been created and are clearly outlined. They include the schools in the area. MOUs included.

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 lead applicant has extensive experience in raising funding to support large scale programs.

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:

Weaknesses:

Reader's Score:

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:

Weaknesses:

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:

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:

Weaknesses:

Reader's Score:

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
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