

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

Status: Submitted

Last Updated: 10/21/2011 01:11 PM

## Technical Review Coversheet

**Applicant:** Thomas and Jeanne Elmezzi Private Foundation (U215P110077)

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

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

# Technical Review Form

Panel #15 - Panel - 15: 84.215P

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

Applicant: Thomas and Jeanne Elmezzi Private Foundation (U215P110077)

## 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 Zone 126 Promise Neighborhood initiative developed from earlier work by the Elmezzi Private Foundation in Queens, New York. This work focused on an intensive survey of residents in a targeted area in the community. Results from that work were released in 2011 and this data informed the development of this grant and will provide baseline information for the Promise Neighborhood initiative. This data, provided in a chart on pages 4 through 6, provides compelling need information in seven key areas: education, family, health, poverty, crime and safety, and technology. This data shows a lack of academic success for resident students, a high level of domestic abuse, over half of the children uninsured, 45 percent of the students not feeling safe at school and an unemployment rate above 50 percent for residents lacking a high-school degree. Three schools will participate in this initiative, an elementary, middle and high school. Both the middle and high school are currently being restructured. Fifty-two percent of the children are living below federal poverty levels and 48 percent live in single parent households, see page 3. The data provided comprehensively demonstrated severe problems facing the children, families and community members in the targeted area.

#### Weaknesses:

None

Reader's Score: 10

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

#### Strengths:

On page 6, the applicant provided a graphic showing the location of the total service area and the priority targeted area of Astoria Housing Community. Information on page 3 details the exact location of the Astoria Houses in northwest Queens on a small 32.3 acre peninsula. This location limits residents' access to shops, businesses and public transportation. Residents live in a cluster of 22 buildings managed by the New York City Housing Authority.

**Sub Question**

**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:**

Zone 126 PN will focus a school improvement strategy described on page 8 of the narrative. The strategies are: inclusion of all three schools in the development of the continuum of solutions, aligning challenges faced by the schools with research on evidence-based practices, and expanding from a school reform process conducted in isolation to a process including a strong system of family and community support. These strategies will complement the transformation model activities underway at the middle and high school, see pages 7 to 8, which included the hiring of a new principal in the high school, more planning time for teachers and targeted skill-based training. Zone 126 PN has identified unmet needs at the schools that include assistance in curriculum design, expanded data collection, increased communication with parents and aligning school improvement strategies with goals for student engagement and outcomes, see pages 9 - 10. In other sections of the application, the applicant identifies clear, school-centered goals, see pages 17 to 20, and specifically ensures input from the school community in the design of the planning process working groups, especially the Principals' Council.

**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:**

Zone 126 PN will implement a planning process that is guided by operational principles that keep school and children at the center of their work; focus on accountability, excellence and data-driven results to ensure success; continually build capacity, engagement and collaboration among partners; and include local residents' input in all decision-making, see pages 9 - 10. The project will build on the earlier needs assessment process conducted by the Foundation, including continued engagement of key partners, see page 10. Seven working groups will focus on issues directly related to achieving academic success and increasing family supports, see pages 11 to 12. As in the earlier initiative, Zone 126 PN will ensure resident engagement through a building-by-building effort using the schools as the center of the information sharing and community organizing effort. These working groups will complement the work of a Founding Board, comprised of Foundation Trustees; an Advisory Board that includes residents, non-profit CBO's, the partner schools and the school district, local government and other funders; and finally, a Principals' Council engaging the principals of the three targeted schools and a coordinator. This

**Sub Question**

intensive, data-driven planning process, driven by the seven working groups, is targeted to ensure cradle to college success for children and youth.

**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:**

Zone 126 PN continues the earlier partnerships established by the The Elemezzi Foundation that includes the Housing Authority, the target schools, the New York Citizen's Committee, a local business consortium, CBO's, early childhood organizations, health care, and local government, see MOU agreements in the appendix. This working partnership brings together key programs supported by a variety of public and private funds to provide in-kind time and infrastructure support for the initiative during the planning year. On pages 38 to 29, the applicant included a chart tying the contributions and time commitment of partners to each of the key goals of this initiative.

**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 will continue the successful needs assessment processes developed for the previous planning project which will include use of existing data from schools and external sources, face-to-face surveying and focus groups. In addition, structured interviews will be conducted with children, youth, parents, school officials, community leadership, education authorities and representatives of neighborhood agencies including clinics, afterschool programs and recreation centers. On pages 17 through 20, a chart identifies by each of the project's ten goals the data indicators that will be used to inform planning and decision-making, the need being addressed, and possible solutions identified for each goal. The applicant also included a chart on pages 22 to 24 that shows the data source, method of analysis, assessment goal and intended result for the identified indicators. On page 36, the applicant states that a timeline for data monitoring and the presentation of information to stakeholders and the community to ensure a data-informed planning process will be developed in the project's first month.

**Sub Question**

The information provided is comprehensive and should provide a good foundation for the planning year's work.

**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:**

Zone 126 PN will employ an evaluator, strategy consultant and director of resource development who will assist in ensuring that identified solutions follow best available evidence and best practices. In particular, the evaluator will have the responsibility of providing the working groups, Advisory Council and Principals' Council with information on evidence-based strategies to inform their work. Possible best practice strategies are identified on pages 17 through 20, linked to each of the ten goals. In addition, partner organizations, such as America's Promise, will provide information on best practices to inform the planning process, see page 29.

**Weaknesses:**

More information was needed from the applicant on the specific processes to be used to ensure incorporation of evidence-based strategies into the plan developed during year one of this initiative. It is not clear at which point in the planning process this information is provided or how the working groups direct the work of staff and consultants to ensure needed information is available as needed.

**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 Zone 126 PN management team and project director bring to this initiative many years of experience in working in the neighborhood on similar initiatives including the Harlem Children's Zone, and on the earlier needs assessment project in the targeted community. The initiative ensures engagement of the target schools through involvement of staff in the project Advisory Committee and the Principals' Council. In addition, the sponsoring organization, Elmezzi Foundation, has been active in this community for the past 15 years and has established a history of community and school engagement activities. The Advisory Group also includes a local public official representative. As evidenced in the MOUs included in this application, this partnership builds on previous collaborative initiatives to engage local, city, state and federal organizations and resources in supporting this planning year. Zone 126 PN will also be informed by the Foundation's earlier work in identifying successful strategies for engagement; for

**Sub Question**

example, the planned data gathering effort will focus on face-to-face surveys and key information interviews to allay residents' distrust of surveys conducted using more impersonal methods.

**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:**

The applicant organization has a strong track record of collection data, analyzing the data and using it to drive and inform decision-making as evidenced in the earlier initiative resulting in The Project 126 Report included in the appendix. This process included input from 3,000 residents through a 60 question survey, see page 30. Analysis of that data resulted in the identification of the targeted site identified for this initiative. On pages 31 and 32, the applicant provides detailed information on the responsibilities of the External Evaluator, a contracted resource, in leading the development and implementation of the evaluation process. These include establishing protocols to ensure participant confidentiality while developing and implementing data sharing processes to inform and drive decision-making. On page 33, two principles are identified to guide the selection of need assessment instruments - all instruments must be reliable and, whenever possible, the instruments used will already in use by participating entities to minimize the addition of new data collection requirements and reduce costs. Given the success of the earlier Project 126 data focused initiative and the addition of in-kind contributions of expertise from two partner organizations, the Citizens Committee for Children of New York and America's Promise, the management team has in place the necessary elements to ensure implementation of data-informed planning.

**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:**

Throughout this application information has been provided on the applicant's ability to create partnerships to drive school and community engagement and improvement. On pages 38 and 39 information is provided showing the alignment of partner interest, expertise and resources with the seven working groups driving this initiative. This initiative will build on the successful earlier efforts of the Elemenzi Foundation in this and other communities in the area that have engaged a wide variety of public and private partners, other funders, the business community and government representatives, as well as school representatives and community residents. This successful history of creating and supporting collaborative work provides the framework for continued successful partnering during this planning year.

**Weaknesses:**

None

**Sub Question**

**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:**

Included in the MOU section of the appendix is a commitment by each key partner to bring in-kind resources to this initiative which directly relate to the working group focus areas and the ten goals of Zone 126 PN. On page 40, information is provided on the key role the Emezzzi Foundation will place in relation to continuing and expanding the Promise Neighborhood. These include a substantial cash contribution from the foundation as well as a commitment by its board members to identify additional funding streams. The initiative will include a sustainability work group that will focus on building more financial support for Zone 126 PN, see page 40, and has commitment from key partners to participate in the work group, including the NYC Department of Education.

**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:**

On page 1 of the narrative the application states the intention of having a comprehensive local early learning network as a priority in this initiative. This is evidenced by the inclusion of children being able to access comprehensive early childhood services as a goal of the initiative and a working group focused on ensuring that children thrive by age five. Seven of the 25 key partners are identified on pages 38 and 39 as being aligned with the work of the thrive by age five working group.

**Weaknesses:**

While the applicant included information on activities related to this priority, detailed information was not provided on the strengthening of the early learning network of programs and services in the areas of responsibility assigned to project staff or consultants or in the MOU agreements beyond a statement by Hallett Cove Child Development Center to work to develop an early childhood network on page 6 of the MOU section. More specific information on the role of this Center in the development of this network would have completed an explanation of Zone 126 PN plan to build this essential component.

**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:**

The applicant declares a competitive preference in this area on page 1 of the application and cites inclusion of need assessment information, a targeted goal to address this need and inclusion of the Digital Divide Partnership as a key partner committed to addressing this need as evidence of the project's intent to address this area, see MOU.

**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:**

Not included.

**Weaknesses:**

Not included.

**Reader's Score:** 0

**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 included.

**Weaknesses:**

Not included.

**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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**Status:** Submitted

**Last Updated:** 10/21/2011 01:11 PM

Status: Submitted

Last Updated: 11/07/2011 09:42 AM

## Technical Review Coversheet

**Applicant:** Thomas and Jeanne Elmezzi Private Foundation (U215P110077)

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

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

# Technical Review Form

Panel #15 - Panel - 15: 84.215P

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

Applicant: Thomas and Jeanne Elmezzi Private Foundation (U215P110077)

## 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 an exceptional data story about the chronic and very critical needs of the Astoria House Community; data was gathered from a community survey of which 3000 residents participated. Pages 4-6 detail the education, family, healthy, poverty/economic security, crime and safety , access to technology and other community relevant indicators.

#### Weaknesses:

None

Reader's Score: 10

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

#### Strengths:

The targeted PN zone has been established because of mindful research on community needs and service gaps, serious health indicators (Asthma Alley) and the applicant includes two detailed maps of the proposed PN. The 30 block neighborhood is significant yet manageable in relationship to providing a series of programmatic changes that could be scaled up significantly to surrounding communities as the project grows.

#### 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: 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:**

The applicant defines three feeder schools in which reform efforts will be focused; Alst Elementary, Shanker Middle, and Bryant High School. Currently the middle school and high school are in a restructuring phase with Bryan High School using a Transformation model. Three targeted academic goals are outline on page 8.

A vertical alignment of education workgroups (ECE to career) exists as well as a Principal s Council. The principal committee is very impressive and needed in order to make substantial changes at the building levels. Pages 17 and 18 identify indicators of academic success as well as some root cause analysis.

**Weaknesses:**

More information about specific school goals and how the PN plan aligns and supports would strengthen this section. They mention specific school needs on page 8, but it s not clear how the project will help fill those gaps.

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:**

7 workgroups reflect a vertical alignment of educational goals from ECE to Career Building. Solutions are holistic and include family, children, and other CBO s. They include partnerships with fiscal partners as well as other innovative organizations. The applicant includes measurable goals as indicated by the PN RFP, Core Principles, a short-term plan to target one housing development, and a long term plan that encompasses a much wider neighborhood and community scope. The Principals Council is a unique and creative lever in this proposal as school level leadership is proven to make a masterful difference in the educational academic outcomes.

**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:**

Elmezzi has long time partnerships with a variety of organizations including libraries, health agencies, the police department and resident associations.

The Advisory Board will include local residents and the Zone 126PN will work collaboratively with existing Tenants Associations to bring the project to fruition.

**Sub Question**

Culturally relevant means of engaging residents, including Monthly community dinners will be put into place to leverage buy-in and connect to resources.

**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**

**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 specifies a clear plan for adding to their previous survey work and segmenting the data in meaningful ways. The needs assessment will incorporate some ethnographic and culturally relevant models (face-to-face format vs. phone calls or mail) and include children, youth, parents, and community leaders. Qualitative structured observations of the neighborhood will also inform the needs assessment process. A mixed method approach will be used to garner information from household surveys, national or local standardized tests, focus groups, and regional/national datasets (p. 16).

The applicant provides a detailed chart (p. 15) on how they plan on segmenting the data and how these data sets align to overall PN goals. They also include a focused and comprehensive chart (pages 22 -24) outlining federal PN guidelines, possible data sources to measure the indicators, methods of analysis, goal of the assessment and hopeful result.

**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:**

Pages 17-20 outline 10 specific goals of the PN project and includes possible sources of credible evidence based research under each category including the Community Health Network s Long Island Health Center, OST providers, Youth Transition Funders Group, Upward Bound/TRIO, SPARK, Americorps, Harvard Family Research, and Information Society.

The applicant also recognizes the need to seek solutions from residents of Astoria House; while perhaps not a scientifically researched based practice, authentic placed-based solutions from the ground up

**Sub Question**

oftentimes have some of the most powerful benefits and act as critical roots to change.

**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:**

Elmezzi has been working extensively with a variety of CBO s for 15 years. The relationships the organization has built and programs it has supported indicates the capability of the management team to fully engage residents, the LEA and other civic and governmental leaders.

Key personnel have experience working with diverse groups and the Executive Director of Zone 126 PN was instrumental in the first community survey (3000 participants).

The Principal Council and support of the area Superintendent ensure a connection to the schools and school efforts.

Elmezzi is literally rooted in Astoria historically as well as physically; the move to have a ZONE 126 PN office at the housing complex indicates an authentic commitment to working with existing tenant organizations as well as being visible and present on a daily basis.

**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:**

Pages 31 - 33 illustrate Zone 126 PN s data plan including hiring a Data Manager and outside evaluator and establishing a longitudinal data system that coordinates efforts across service providers and the LEA.

The workgroups and community engagement/leadership development will have ample opportunity to be trained in the system and also in the process of creating solutions (p.32).

**Sub Question**

The planning year will be instrumental in the design of the multi-tiered system that will gather information about all pertinent indicators of the project including outcomes for children, parents, schools, and the community at large.

The Promise Neighborhood Scorecard will be implemented to ensure consistent accountability and transparency to and of all vested stakeholders (p. 34-35).

**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:**

Theories of action and change are nested together and linked to each participating partner in the MOU.

The Promise Neighborhood Scorecard will be implemented to ensure consistent accountability and transparency to and of all vested stakeholders (p. 34-35).

Being part of the community lends the project a significant advantage; as the planning unfolds, residents and community members will have the opportunity to interact daily with staff which will then inform practice and provide on-going reflections about the 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:**

Elmezzi has already surpassed the 50% match required by the federal government and is a grant-maker for numerous organizations in the New York region.

The applicant has contracted with Rockefeller Philanthropy Advisors to provide full fiscal management of the project; RPA currently manages over \$200 million dollars in annual giving domestically and internationally (p. 27-28).

The project team has been working diligently to secure not only planning year funding but also on-going implementation monies; they have secured the expertise of a former Harlem Children's Zone employee and developed a sustainability workgroup.

**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:**

Page 1 outlines the plan the applicant hopes to engage in with CPP including connecting multiple stakeholders, providing more opportunities for families to place children in ECE programs (data included on page 4), and measurable goals in relationship to this priority are outlined on page 9.

They also include a specific goal, need, strategies, and indicators on page. 17.

**Weaknesses:**

None.

**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:**

The applicant indicates the significant need of the neighborhood in relationship to access to the internet and other technological resources. They intend to partner with Digital Divide (p. 1 and MOU) to begin to fill this need and close this opportunity gap for residents of the neighborhood.

**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: 0

#### 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: 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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**Status:** Submitted  
**Last Updated:** 11/07/2011 09:42 AM

Status: Submitted

Last Updated: 11/07/2011 08:38 PM

## Technical Review Coversheet

Applicant: Thomas and Jeanne Elmezzi Private Foundation (U215P110077)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	15	15
<b>Quality of Project Design</b>		
1. Quality of Project Design	20	20
<b>Quality of Project Services</b>		
1. Qual. of Project Services	20	18
<b>Quality of the Management Plan</b>		
1. Qual. of Management Plan	45	45
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>CPP4 Early Learning</b>		
1. CPP4 Early Learning	2	2
<b>CPP5 Internet Access</b>		
1. CPP5 Internet Access	1	1
<b>CPP6 Arts and Humanities</b>		
1. CPP6 Arts and Humanities	1	0
<b>Competitive Preference Priorities</b>		
<b>CPP7 Affordable Housing</b>		
1. CPP7 Affordable Housing	1	0
<b>Invitational Priority</b>		
<b>Adult Education</b>		
1. Adult Education	0	0
<b>Total</b>	<b>105</b>	<b>101</b>

# Technical Review Form

Panel #15 - Panel - 15: 84.215P

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

Applicant: Thomas and Jeanne Elmezzi Private Foundation (U215P110077)

## 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:

There is no lack of data for this proposal! Nice job of including strong and specific information to paint a picture of Astoria Houses. It is clear that there are complex needs for the Astoria Houses community especially well represented in the chart format on pages 4-6. The schools are in the process of being restructured.

#### Weaknesses:

none

Reader's Score: 10

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

#### Strengths:

On page 2 the applicant begins the vivid description of the 30 block defined service area for this project. Very specific and provided a visual graphic including the school location.

#### 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:**

On pages 10-12 the applicant provides a solid overview of an emerging structure to support the planning grant's goals with a founding board, advisory board, principal's council including the engagement of members of the community as well the seven working group as indicated on page 13.

Specific roles and opportunities for youth and teachers is empowering, especially when such overarching collaboration and change will be focus for the planning year and appear to be missing from this section of the proposal, but were very evident on page 14. Definitely had to look on pages 17-20 for the goals and design of principal s council.

**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 includes a continuum of solutions from cradle to 21 years of age. There is strong plan to link the schools, families, community supports and seek to identify resource gaps and collaborate to reduce those.

**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 has a true understanding of the cultural implications in research and will implore strategies that are inclusive like community dinners, community meetings, focus group while focusing on the school.

**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: 18**

**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 has detailed charts for the needs assessment (interviews, surveys) and segmentation analysis which includes the identifying and describing indicators that will be used during the planning phase.

**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:**

Many evidence-based and promising practices are included in the proposal including Head Start, parent/family engagement, creating early warning system, conflict resolution and America's Promise best practice models on pages 17-19 to name a few. Pages 22 includes a nice chart.

**Weaknesses:**

This section lacks specifics on how they will address violence, and the health needs of students. There is no clear description of how the solutions will be identified and whether or not there will be evidence-based solutions. Additionally, there is not a clear as to how they plan to make the school the hub.

**Reader's Score: 8**

**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.**

**Sub Question**

**Strengths:**

The experience of the applicant is strong and provides the foundation necessary to embark on such a complex collaboration. The longevity of the organization, strong staff including the former long-time director of development for the Harlem Children's Zone. The applicant includes appropriate collaborations to ensure citizens, parent and youth engagement.

**Weaknesses:**

Make sure that the info is available not just on the web.

**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:**

Given the experience of the project management team, there is strong and long standing experience with data and a clear vision for what a robust data system would look like.

**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 had long standing relationships and partnerships to enhance the success of the project of which there are many detailed on pages 29-30. As well a long list of organizations who have MOUs to collaborate and support this planning grant. Change theory personal connections and the comprehensive interventions at all the age groups. Pages 36.

**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 proposal indicates funding from donors and commitments from partners. There are a good number of MOUs with matching funds.

**Sub Question**

**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 states that they have selected competitive preference priority 4. Comprehensive Local Early Learning Network. The proposal includes early learning in their proposal, needs assessment, plan and segmentation analysis.

**Weaknesses:**

none

**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:**

The applicant identified this as a competitive priority.

**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:**

The applicant did not identify this as a competitive priority for their application and they also did not include solutions around the arts and humanities in their application

Reader's Score: 0

#### 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:

The applicant did not identify this as a competitive priority for their application and they also did not include solutions around affordable housing in their application.

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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