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

Technical Review Coversheet

Applicant: Martha O'Bryan Center (U215P110075)

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	0
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	101

Technical Review Form

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

Applicant: Martha O'Bryan Center (U215P110075)

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 proposal offered a clear, detailed description of the high level of need for the target neighborhoods. It is clear that the community represents a population of individuals suffering from the cycle of poverty as it affects education, employment, needs for welfare support, safety, crime, health and mental health.

    Weaknesses:

    There are no weaknesses.

    Reader's Score: 10

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

    Strengths:

    Within the context of the broader need statement the proposal offers a broad description of the location of the target neighborhoods, the context of those neighborhoods, and the context of the broader Nashville area. It includes a GIS map that calculates need and demonstrates the high level of need within the neighborhoods.

    Weaknesses:

    There are 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: 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 proposal includes a detailed description of how the continuum of solutions will be developed and targeted to a wide-range of indicators as identified through the Promise Neighborhoods Request for Proposal and the Metro Nashville Public Schools Achieves outcomes (Pgs. 15   20). These indicators are tied closely to schools and the neighborhood and contain elements of health, school readiness, academic success, and healthy families.

    Weaknesses:

    There are 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 proposal includes descriptions of the processes by which the Project will determine goals and indicators tied to those identified previously, connect with the community needs, prioritize needs, plan the continuum, implement the solutions, and evaluate their appropriateness. In addition, the proposal identifies a wide range of areas for solutions and partners to deliver those solutions. Clear connections between all age ranges and all service areas including economic and fiscal responsibility, transportation, and technology support a comprehensive approach to supporting children and families (pgs. 23   42).

    Weaknesses:

    There are no weaknesses.

    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 proposal includes a thorough list of existing resources and previous work that can be leveraged and coordinated into a strong system of support for families throughout the life of their children. Particularly useful is the graphic on page 24 that illustrates how each of the existing assets are connected through this Project.

Sub Question

Weaknesses:

There are 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: 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 proposal offers a detailed description of the community needs assessment and segmentation analysis. The needs assessment description includes work previously done through focus groups to determine needs for current and future planning, accommodations to ensure access to all members of the community, and research-driven strategies to assure real results. The segmentation analysis offers a description of multiple means of analysis providing examples that serve as rationale for their approach. It is evident that the individuals on this Project are experienced and sophisticated in the collection, analysis and use of data connected to indicators/outcomes.

   Weaknesses:

   There are 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 proposal offers a description of how it will collect and manage data to determine program effectiveness. This will be collected at multiple levels (community, family, and individual) to offer perspectives not only on specific interventions but the connections between those interventions to partners. Additionally, the proposal uses existing strategies such as those found on page 24 that are evidence based.

   Weaknesses:

   The proposal does not detail how it will find existing evidence-based solutions that are new to them.

   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 proposal clearly defines the Project's experience developing relationships with community, education, government, and other partners to build the capacity of the management team and the director. The proposal indicates that the lead organization spearheaded a 3 year SPEC process to re-examine their role in the neighborhood leading to this Project's vision as community coordinator. The Project also demonstrates ways in which it is building on lessons learned through these experiences that are incorporated into previous sections of the proposal. For example, on page 51 the proposal explains that it is essential to include marginalized voices in planning efforts. This connects to their method of using support to facilitate the collection of community needs in the needs assessment process (page 45). As seen in the examples discussed, both experiences and lessons learned guide the proposals for building capacity as discussed in the proposal.

Weaknesses:

There are no weaknesses.

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:

This section of the proposal offers clear descriptions of previous experience with data systems, using highly qualified personnel, partners and systems as identified through previous complex and high quality work. Additionally, the proposal offers a great deal of detail about how it will integrate a wide-range of data from various partners in a way that will provide formative and summative evaluation while dealing with the challenges related to a complex data system as described. Lessons learned guide how the management team and director will streamline data to ensure accessibility and accountability.

Weaknesses:

There are 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:

The management structure and systems discussed in detail throughout this section of the proposal indicate experience with managing complex partnerships and build on lessons learned. By creating direct connections between working groups and the Network Coordination group, services within the continuum of solutions become more seamless and transparent easing transitions and reducing duplication of effort. By using reflective practices throughout the process of planning and evaluating these solutions, the Project offers ongoing quality improvement strategies. The MOU demonstrates an existing commitment of a wide-range of partners already serving the community. On pages 62   64 the proposal includes a detailed description of accountability and governance structures for partner organizations.

Weaknesses:

There are 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 proposal demonstrates experience in development, using multiple sources of income to support its previous programs including the TOP FLOOR program, Martha O'Bryan community-based Pre-K school, and other initiatives. The Project has a position (Director of Development) dedicated to finding, acquiring, and managing these multiple funding streams. The proposal includes ways in which it will use the Project's rich evidence and strong data system to leverage other funding from multiple sources. The proposal demonstrates that previous work has taught the Project the importance of searching for multiple funding sources appropriate for the evidence-based solutions included in the continuum.

Weaknesses:

There are 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:

There are no strengths.

Weaknesses:

The proposal does not include this priority.

Reader's Score: 0

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 proposal includes scaling up the "Internet Essentials" program to provide low cost internet access to residents, improve school computer and science labs, tracking student success (GradeSpeed), and implement online classes.

   Weaknesses:

   There are no 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:

   The proposal includes providing opportunities for teens to develop documentary films for the Nashville Film Festival; use of the Frist Center to offer opportunities for young children, seniors, and basic education learners; and the use of NAZA to augment the afterschool program.

   Weaknesses:

   There are 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:

   There are no strengths.

   Weaknesses:

   The proposal does not address this priority.

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.**

   Yes

   Reader's Score: 0

Status: Submitted
Last Updated: 10/17/2011 07:04 PM

Technical Review Coversheet

Applicant: Martha O'Bryan Center (U215P110075)
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	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	
CPP6 Arts and Humanities		
1. CPP6 Arts and Humanities	1	
Competitive Preference Priorities		
CPP7 Affordable Housing		
1. CPP7 Affordable Housing	1	
Invitational Priority		
Adult Education		
1. Adult Education	0	
Total	105	99

Technical Review Form

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

Applicant: Martha O'Bryan Center (U215P110075)

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 is successful in providing a detailed description of the severity of community problems that make it a distressed area. The education and family and community indicators of need include high student mobility rates (Table A), low achievement on state tests (Table A), and a 61% high school graduation rate (p. 8). Furthermore, all but one school failed to meet AYP, and one school is implemented the Turnaround strategy. Family and community indicators of need include crime rates, and health data (e.g., teen birth rates, asthma statistics, obesity data, and infant mortality rates).

   Weaknesses:

   No weaknesses noted.

   Reader's Score: 10

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

   Strengths:

   The proposed target area is clearly defined. The area encompasses census tracts 117, 119, 192, and 193, which serve six schools with combined student population of approximately 2,300 (pp. 4-5). The application includes a map on page 6 that depicts relative level of neighborhood disadvantage in Davidson County by census tract-the target area includes one of the most distressed census tracts (193) in the area. The applicant also describes the demographic profile of the area including racial composition, poverty indicators, and educational attainment.

Sub Question

Weaknesses:

No weaknesses 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: 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 describes in excellent detail the variety of school improvement strategies for the schools located within the target area. For example, two schools within the project s target area have been selected, as of August 2011, for a turnaround strategy entitled, Innovation Cluster, which allows the district to pilot innovative reform strategies, including, but not limited to, integrating teaching and learning improvements. Additionally, the applicant will coordinate a year-round academic program at the STEM Magnet and Innovation Cluster, to be piloted in 2011-2012 (p. 30). Furthermore, the applicant identifies targeted outcomes in Table B (p. 15) which align with school improvement strategies.

    Weaknesses:

    No weaknesses noted.

    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 outlines the process it will use to build the continuum: 1) Develop the NPN Matrix goals and indicators; 2) Conduct Community Needs Assessment (CNA); 3) Prioritize areas of need based on CNA and current services; 4) Build a plan for the continuum of solutions; and 5) Implement the NPN continuum of solutions while tracking indicators (pp. 13-14). It is clear which Working Group has responsibility for which indicators/work streams, as well as the criteria that will guide their work on determining and making recommendations for solutions (pp. 15-20).

    Weaknesses:

    No weaknesses 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:

   A major strength in the response to this criterion is the comprehensive description of existing neighborhood assets and the project s coordination with other efforts already underway along the continuum of education and family and community solutions (e.g., early childhood, college and career ready, K-12 education, adult education, etc.). These programs already underway are supported by Federal (e.g., US DOE), State, local (e.g., Nashville Film Festival), and private funds (e.g., Bank of America).

   Weaknesses:

   No weaknesses 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: 19

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:

   Both the Community Needs Assessment and the segmentation analysis are described in detail on pages 44-45 and pages 46-47 respectively. The applicant describes who will lead the work, what the work entails, and how the work will be done. A sample Community Needs Assessment is also provided (see Figure D, p. 45). The needs assessment will assess local need, identify gaps among available resources and services and examine issues related to potential barriers to access for the most high-need students and families (p. 44). The segmentation analysis will examine indicators by key subpopulations such as census tract, elementary and middle school, race and ethnicity, immigrant status, age, and gender as well as segment the data in two ways, as described on page 46.

   Weaknesses:

   No weaknesses 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 applicant describes how it will determine that solutions are based on the best available evidence and ensure that solutions drive results and lead to changes on indicators. On page 49, the applicant reiterates its plan to identify data sources from which to gather the necessary information for every major indicator that has been identified. Those data will serve as a baseline assessment and highlight future determinants of change.

Weaknesses:

The applicant does not describe/discuss how it will identify data sources for new indicators that it may uncover during the planning year.

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 applicant has depth and breadth of experience working with a wide variety of organizations, agencies, and community groups, including with the neighborhood and its residents. The management team has involved residents in working groups, and the director attends community meetings. The primary strength of the applicant s response to this criterion is the content and level of detail with regard to the experiences and lessons learned (particularly insightful) as a result of past and current work with United Way of Metropolitan Nashville, Oasis Center, United Neighborhood Health Services, Metropolitan Nashville Public Schools, and the Mayor s Office of Children and Youth.

    Weaknesses:

    No weaknesses 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:

    The applicant has demonstrated experience in collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability, as it plans to build upon its existing framework (p. 57). The applicant recognizes the challenges to implementing a longitudinal data system are developing motivation and capacity across partners to break down silos within individual organizations and plans to address those issues by working with partners to adopt an outcomes-oriented, real-time approach to optimize both results and funding (p. 58). To build capacity, the applicant has hired a Director of Data, Research, and Evaluation, as well as brought on board the MNPS Data Warehouse Director to serve on the NPN Advisory Board (p. 59).

    Weaknesses:

    No weaknesses 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:

   The applicant's management team experience in creating formal and informal partnerships, including the alignment of the visions, theories of action and theories of change described in its MOU, is evidenced not only by its extensive list of partners (p. 63), but though the descriptions of previous experience of the management team (pp. 68-71).The applicant's two-level governance structure supports accountability through regular reporting to the Advisory Board as well as ensures a feedback loop is in place. The NPN will build upon the city's past experiencin MNPS's Transformational Leadership Groups and implement a more focused and place-based strategy.

   Weaknesses:

   No weaknesses 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:

   The applicant states that integrated funding is the rule in our sector and that their work is currently funded by multiple integrated investors (p. 72). Through detailed explanation of multiple examples of the management team's experience integrating funding streams from multiple sources, the applicant is unquestionably experienced and has learned to be creative and collaborative. For example, the Martha O'Bryan community-based Pre-K School is funded 50% by state government, 25% by United Way, 20% by individual private donors, and 5% by fee-based revenue (p. 73). The Director of Development is charged with continuing to secure investments and explore additional funding sources (p. 75).

   Weaknesses:

   No weaknesses 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:

   Weaknesses:

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:

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:

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: 10/21/2011 10:59 AM

Technical Review Coversheet

Applicant: Martha O'Bryan Center (U215P110075)
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	20
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	0
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	99

Technical Review Form

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

Applicant: Martha O'Bryan Center (U215P110075)

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 proposal describes the target area as one in which student skills are significantly behind grade level, only 10% of students enter college, and most families live in public housing. (p. 4) The target area houses some of the most impoverished residents of Nashville, though with "pockets of affluence." The area is more distressed along a variety of indicators associated with concentrated poverty. For example, the percent of families participating in the Supplemental Nutrition Assistance Program in the target area is more than three times greater than in the rest of Nashville and 45% of adults are unemployed. (pp. 5-6). Data on school safety, crime, and health further paint a picture of a community in distress.

 The applicant provides detailed information about educational indicators which further describes the severity of the problems faced by the area's students and their families. For example, each of the selected schools has a high percentage of students performing at the "basic" or "below basic" level of proficiency in math and reading/language. (pp. 7-8).

 Weaknesses:

 None

 Reader's Score: 10

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

 Strengths:

 The applicant describes the region to be served by the proposed initiative as the four neighborhoods with the highest levels of need within the Stratford Cluster: Cayce Place, CWA Plaza Apartments, the Shelby Hills neighborhood, and Edgefield neighborhood and provides their census tracts. (pp. 4-5) The proposal includes a listing of the schools serving these neighborhoods.

 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 an ambitious, comprehensive initiative with a family systems approach that seeks community health through working adults and children succeeding in school. The proposal provides a detailed matrix of results and indicators critical to academic success and aligned with "Metro Nashville Public Schools Achieves" outcomes on pages 15 - 20. These results and indicators are categorized into four areas: healthy development, school readiness, academic success, and healthy families.

   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 process by which the initiative's Working Groups will recommend strategies for solutions, a process that the applicant hopes will help the initiative develop system-wide infrastructure to build capacity and scale up the most successful programs. The process includes developing a matrix of goals and indicators, conducting a community needs assessment, prioritizing areas of need based on CAN and current activities, building a plan for the continuum of solutions, and implementing these solutions while tracking indicators. (p. 13-14)

   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 solutions proposed by the applicant leverage extensive existing neighborhood assets and efforts. The applicant describes in detail how it coordinates or would coordinate with other neighborhood and city-wide efforts. For example, the applicant plans to build on school reform efforts by coordinating a year-round academic learning program targeting the most at-risk students at Bailey STEM Magnet Middle School. The applicant proposes to offer out of school time academic tutoring in reading and math, academic enrichment, mentoring and pro-social peer interactions in the school. (p. 30)

Sub Question

> **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 proposal describes very specifically how the needs assessment and segmentation analysis will be conducted on pages 44-49. The applicant has already conducted focus groups with a diverse set of community stakeholders to gather perspectives on local assets. A figure on p. 45 indicates how the community needs assessment and existing data will inform solutions. Based on community needs assessment data and other data sources, research partners will perform a comprehensive segmentation analysis, examining indicators for subpopulations (e.g., census tract, school, race and ethnicity, etc.). (p. 46)

> **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 describes how it will track and use initiative data to drive results.

> **Weaknesses:**

The applicant does not indicate how it will evaluate possible solutions for efficacy. The proposal would be strengthened by a fuller discussion of how the best available evidence, including evidence from programs and initiatives outside of Nashville, would be harnessed to support the initiative.

> **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:

    The applicant has a long history of involvement in the community, including experience with projects of the size and scope of the proposed Promise Neighborhood. It has worked with a multitude of providers in Nashville and in the specific geographic region of the proposed initiative and has a record of successful programming and collaboration. The MOBC has an excellent record of working with community members. It recently headed a 3-year project to join community members with staff and several other proposed Promise Neighborhood partners around an effort to develop a community-driven change process. This work led to the development of a new parenting program. (p. 51) In addition, the applicant has worked to align with Metro Nashville Public School efforts and common core standards by engaging with the Director of Schools, school board members, school principals, staff, parents, and students. For instance, MOBC offers a Reading Achievement Program that provides K-12 tutoring in 11 schools and community sites. (p. 52) MOBC has strong ties to local government leaders. In fact, Mayor Karl Dean serves on the Executive Committee of the NPN Advisory Board. This is part of the City's larger commitment to children and youth, which includes a Master Plan for Children and Youth. (pp. 54-55) The proposal identifies lessons learned from its extensive past experience. For example, on p. 55 the applicant indicates that MOBC has learned that networks of service providers are more effective when organized around big goals (rather than simply around services provided, or customers served). The NPN has already begun efforts to build its capacity in this area by bringing community leaders from the East Nashville caucus of neighborhood organizations into the NPN initiative. (p. 56)

    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 describes Nashville's existing longitudinal data system (based on Efforts to Outcomes software) and plans to adapt and expand it for purposes of the NPN initiative. In the proposed planning year, the applicant proposes to hire a Director of Data Management, who will help ensure the rigor of data collection and analysis for the initiative. (p. 57)
    The proposal identifies the development of motivation and capacity across partners as a significant challenge to implementing a longitudinal data system and suggests incentives for partners to participate in NPN data collection, including providing financial support for on-site data training and fund development assistance provided to NPN programs able to demonstrate data collection and positive outcomes meriting further investment (pp. 57-58)
    The applicant has experience implementing such data collection systems, presenting lessons learned from its STEM summer camp and NAZA programs. (p. 58)

    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:

    This proposal describes MOBC's strong position in the Nashville community and ability to create both formal and informal partnerships. The applicant describes past experience with the "Highway of Services" initiative in which MOBC provided nearly 10,000 Nashville residents with interconnected, supportive services and resources. This initiative demonstrated the applicant's capacity to collaborate and leverage community assets and serves as the foundation for a place-based continuum of solutions such as the proposed Promise Neighborhood initiative. (p. 23) The NPN initiative has already created an Advisory Board comprised on 47 members. During the planning year the applicant proposes to expand this Board to include members of its six working groups. The governance structure is described visually on p. 63. An outcomes-oriented NPN Theory of Action is built on a shared commitment and voice in the planning process for all Advisory Board members. The proposal includes a detailed project timeline with specific milestones and tasks to ensure accountability in accordance with the MOU. (pp. 65-66)

    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, MOBC, has extensive experience in leading initiatives and programs supported by multiple funding streams. As one example, MOBC secured AmeriCorps funding through Volunteer Tennessee in 2008. This added AmeriCorps members to the organization's already existing youth development program, with 36% of total program cost raised by MOBC from private corporate fundraising. MOBC has sustained this programming despite challenges in federal funding. MOBC has been working to build its capacity in this area by leading a team to visit the Harlem Children's Zone to learn, benchmark, and restructure the MOBC theory of change. (p. 69)

    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:

None

Weaknesses:

None

Reader's Score: 0

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 describes a number of on-going programs to provide Nashville residents, including residents of the proposed Promise Neighborhood, with access to 21st Century learning tools. (pp. 41-42) For example, the Internet Essentials program provides internet access and basic computers at low cost for families with students who qualify for free lunch.

   Weaknesses:

   It is not clear from the proposal how the applicant will ensure almost all students in the area to be served will have access.

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 will leverage a variety of already existing arts and humanities resources to support the development of students in the initiative's target area.

   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:

None

Weaknesses:

None

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.**

   Yes

Reader's Score: 0

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