

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

Status: Submitted

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Technical Review Coversheet

Applicant: Mission Economic Development Agency (U215P110175)

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	20
Quality of the Management Plan		
1. Qual. of Management Plan	45	45
Priority Questions		
Competitive Preference Priority		
CPP4 Early Learning		
1. CPP4 Early Learning	2	2
CPP5 Internet Access		
1. CPP5 Internet Access	1	1
CPP6 Arts and Humanities		
1. CPP6 Arts and Humanities	1	0
Competitive Preference Priorities		
CPP7 Affordable Housing		
1. CPP7 Affordable Housing	1	0
Invitational Priority		
Adult Education		
1. Adult Education	0	0
Total	105	103

Technical Review Form

Panel #5 - Panel - 5: 84.215P

Reader #3: *****

Applicant: Mission Economic Development Agency (U215P110175)

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 severity of the economic and educational impacts are clearly demonstrated including that three quarters of the student population in the targeted school district are free or reduced lunch eligible and one of the elementary schools has a truancy rate of 61% (p. 6). Both high schools in the targeted area are persistently low achieving (p. 5). The poverty rate in the Mission district is 17.6% and with 32% of the population living below 200% of poverty (p. 8). The neighborhood has the highest concentration of check-cashing businesses, demonstrating that many of the residents are living from paycheck to paycheck or are asset poor. With regard to safety and health, the local hospital found that 43% of the children were overweight by the age of 3. (p. 11). Other areas of health that are higher than normal rates of asthma and hospitalization. With regard to crime, this particular neighborhood is considered one of the hot-zone neighborhoods where there is a disproportionate number of shootings. Multiple gangs make their home in the Mission. There is a real need for a system of comprehensive system of support in order to lift the residents out of the generational poverty in which they are currently held (p. 7).

Weaknesses:

None

Reader's Score: 10

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

Strengths:

The proposal described the geographical area and supplied a map (p. 13).

Weaknesses:

None

Reader's Score: 5

Selection Criteria - Quality of Project Design

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

Reader's Score: 20

Sub Question

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

Strengths:

: The solutions proposed are aligned with ambitious, rigorous, and comprehensive strategy for the improvement of the schools in the Mission district (p. 14). The solution will not rest solely on working with the schools for answers, but to offer a comprehensive system of integrating community- and school based solutions (p. 14). The solution for the schools will ensure that all the children will have a continuum of supports from birth throughout their school years into college and career (p. 18). One of the greatest needs is for monolingual Spanish speakers (p. 16). They will receive bilingual English-Spanish programming to ensure that the families are welcome into the school (p. 16). This welcoming atmosphere is not only extended to the Hispanic population, but will also be offered to all the children and their families, Black or African-American, Filipino, Asian and White, children with disabilities or able bodied (p. 16). The project will intentionally seek out members of various ethnic groups to help create solutions (p. 16). The proposal seeks to work in tandem with the current proposals for transforming or turning around the schools in the neighborhood (p. 18- 19). The goal is to develop a plan that will give special support to students during times of transitions through focused attention and improved community support (p. 23-24). The longitudinal system will be able to identify students who are struggling during their transition times (p. 24). Basically, the support will involve integration of three components, Language & Culture, Family Economic Success and Citywide Strategies (p. 17). This comprehensive plan will develop a strong community network that will be able to coordinate resources so that families can easily access the supports that will be most beneficial (p. 24). Examples of supports are existing systems for targeting children who are may be behind on reading and could use the support of a literacy coach and then working with the School Based Parent Liaison to give suggestions on reading with the child at home (p. 32). The proposal contains a multitude of academic indicators that will be targeted, the data source and the possible solutions including current strategies (p. 30-32).

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:

: Five planning groups will be organized in the areas of (1) Early learning and development (2) School improvement/student achievement (3) Strong and Safe Neighborhoods (4) Family engagement and financial empowerment and (5) Technology integration. Each of these groups will have community membership neighborhood leaders and others in the city, county, district and higher education community (p. 24-25). Over 40 neighborhood leaders have committed to serving on these committees (p. 25). These planning groups will serve to build community engagement and support (p. 25). Even though there are a variety of supports and helpful groups in the community, they have never been coordinated to this degree of creating a systematic approach to the families most in need of specific services. The resulting outcome of this gathering the community leaders and resources, will be community service plan that will coordinate supports for families and children in the neighborhood (p. 26). In early childhood a continuum of services will begin prenatally and at birth with the support of Healthy San Francisco who provides health access to the uninsured (p. 17). They will tap into Preschool

Sub Question

for All to make sure all of the children have access to high quality preschool services (p. 17). Through Bridge to Success, one of the major partners, they will work together with the city government, the city schools and the colleges to increase the number of children who finish high school and enter college or are career ready (p. 29). All this will be done through a tracking system that will make sure children and families don t drop out of the system (p. 24).

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 plan calls for leveraging existing assets and seeking additional new funds to sustain this project into the future (p. 27). The current major partners are San Francisco Spark Point, a member of United Way who seek to reduce poverty and offer financial education centers (p. 28); Bridge to Success is in partnership with the city, school district, the local public colleges and the community to help students in academic areas from kindergarten through college (p. 29); SF Beacon Centers is a public-private partnership which provide out-of-school programming for children, youth, and adults (p. 29); Mission Community Council (MiCoCo) organizes faith groups, community organizations and public departments creating a forum for neighborhood issues and the project will coordinate with their Youth Affinity Group (p. 30). The myriad of programs already existing creates a patchwork of support, and this project desires to bring them together so that those who most need to supports will have access to them (p. 27-30).

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 project coordinators will work with the University of California Berkeley s Center for Latino Policy Research to design and implement the data collection, research and evaluation components to this grant (p.30). The academic indicators used for this research are in the areas of children and youth and family and community support (p. 31-32). An additional indicator would focus on the economic stability of families (p. 32). The goal is to design a secure database that will combine information from all the groups involved with this project in order to target specific blocks, families, and ages with specific needs (p. 32). With the help of the myriad of agencies available to provide support, they will be able to show which groups need additional assistance such as families that are not able to make the rent on a certain

Sub Question

month or latchkey children who are idle and without supervision after school (p. 30-32). The holistic vision of the proposal seeks to demonstrate how the social, economic and schools in the children s neighborhood affects their educational opportunities and outcomes (p. 33). One of the end products in this proposal is to create an interactive map on line where community members could search resources (p. 33).

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 seeks to determine solutions based on coordinating efforts for community members (p. 34). By combining information from all the community agencies, solutions will become available with increased collaboration among the agencies providing services (p. 33). There are so many possibilities of opportunities which could be beneficial for students and community members (p.34-38) but navigating their way through these options may be unattainable without additional support. Since community members are going to be a part of this process, they will be able to not only input data and information, but they will also know the at-risk blocks (p. 32). Additionally, because of additional support through computer and internet access, using the interactive website, a community member can input their request and access available services nearby (p.33). Examples of solutions are Healthy Kids offering complete medical, dental, and vision insurance to children at low cost regardless of immigration status (p. 35). This is a solution, because this service may not be known to an immigrant family, but through this grant, the information will become available, possibly through the Full Service Community School, one of the visions for this project (p. 20).

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:

The writers of the grant proposal have many years of experience in the area of providing community support and working with the neighborhood (p.39). Through private and public partnerships, working with higher education and with community leaders, the management team and the governance structure have created a proposal that has the capacity to succeed in the neighborhood (p. 40-46). Many of the

Sub Question

collaborators of the project are very accomplished professionals who would like to lend their assistance to the success of this project P. 383-128). The individuals who are supporting this proposal are active private and public leaders in the community. Additionally, this proposal seeks to work with the local residents as members of community organizations and residents of the Mission district who are invited to share their ideas and opinions during the planning meetings during the upcoming year (p. 25-26). All are invited to participate in this project of building a system of community engagement and accountability.

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 grant writers have much experience in collecting and managing data. They understand the scope of this project and as a result will contract with research and data specialists at the University of California at Berkeley in creating a data system that will collect data from a variety of systems over time (p. 47-48). Right now, many of the public and private agencies have their own data systems creating a fragmented system (p. 44-45). The evaluation team seeks to gather the data, including data from qualitative and quantitative sources, merge it into a single system and recode the data so that it will come forth as a single database (p. 32). The segmented areas will include health, care access, nutrition, economic assets, and educational outcomes. Through these data sources, there is a desire to ensure the appropriateness and accuracy of program solutions (p. 48). As mentioned earlier, the goal is to have a user friendly website where a community member could create a customized search for services and resources (p. 48). The goal will be a longitudinal data system that will help providers with information and help families and community members understand the services available for their needs.

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 Memorandum of Understanding clearly states the vision, theory of action and theory of changes. The vision is that the students and families from cradle to career will have full access and fully utilize a set of coordinate, integrated community- and school-based early childhood, academic, health, safety, asset development, employment and higher education resources (p. e130). The MOUs theory of change attests to the positive correlation between academic and economic success, stating that by seamlessly coordinating and integrating family economic success strategies and supportive systems together with the educational institutions they will be able improve cradle to college outcomes (p. e130). The theory of change also elaborates on the partnerships and their focus on academic, health, social services, early childhood education, youth development, asset development, employment, and community development and engagement (P. e131). Each of the partners signing this agreement stated their mission and vision related to this project and if they were contributing resources, and the amount that will be contributed to this project (Appendix III). The MOU included 22 partners including the mayor's office, the Department for Children, Youth and their Families, the Health Department, First 5 of San Francisco (birth to 5), various community, resource and health centers, higher education institutions, and the school district (p.

Sub Question

e129-140).

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:

It is evident through the past experiences of the management team they are capable of integrating huge funding streams from a variety of public and private sources toward creating a comprehensive community-based Promise Neighborhood offering a continuum of solutions for the children, youth and adults in an attempt to help them achieve greater economic and educational advancements (p. 51-52). Not only do they have a history of building and leveraging funding streams, but as part of putting together this grant proposal, they were able to pull together partners who are willing to contribute resources up front (p. e129-140). Examples of partners offering financial assistance for this project include First 5 of San Francisco \$1 million, Good Samaritan Resource center \$125,000 in-kind, Jamestown Community Center, \$5,000, San Francisco State University, Institute for Civic and Community Engagement \$441,000, San Francisco Unified School District \$222,500 with an aligned State Improvement Grant of approximately \$6 M, to name a few (p. p. e 134-140). An additional plus is the creation of a sustainability planning group that seeks to continue this system of support, even after the federal funding ceases (p. 52-53).

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:

There are a number of early childhood initiatives already in place in this community (p. 53). However, this proposal seeks to build upon these initiatives by coordinating the work and aligning the efforts so that all children, regardless of their early childhood setting, will have the readiness skills they need to succeed in school (p. 53-54). The health care for expectant mothers will occur prenatally (p. 23) and will continue with the creation of Full Service Community Schools, providing coordinated services at the local school (p. 20). The proposal also seeks to assure that the educators/providers who work with children from birth to 5 have the knowledge, skills and dispositions to meet the competencies making them highly qualified early childhood educators (p. 54). They will do this by developing a plan with common goals, strategies and benchmarks (p. 54). They also seek to connect early childhood education outcomes with the public school (p. 54). And engage family involvement throughout these critical early childhood years (p. 20). The proposal would like to streamline record keeping practices in the child care sector thereby facilitating data collection, assessment tracking so that the families will understand if the children are achieving in ways comparable to their same age peers (p. 55). Once the children are in school, supports for early literacy such as coaches and School-Based Parent Liaisons, will provide assistance if the children are not reading on grade level (p. 30-32). Finally, the Raising a Reader program will provide children and families with age-appropriate books in their home

language (p. 35). All of these factors will come together creating a comprehensive early learning network that will function through the nucleus of the local Full Service Community School.

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:

In order to achieve this priority of bring quality internet connectivity, computer equipment and training to all students and families in the Mission, the agency proposes to leverage existing investments from public and private sources (p. 55-56). Their technology vision plan follows a vision, value and strategies in the areas of access, training and content (p. 56-57). Strategies include free or reduced cost computer, low cost internet connectivity in the mission area, Parent training on School Loop online communication system used by the public school for homework and academic progress information, and online modules from early childhood education to preparing for college (p. 56-57).

Weaknesses:

None

Reader's Score: 1

Competitive Preference Priority - CPP6 Arts and Humanities

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

Strengths:

The applicant did not identify this as a competitive priority under which it was applying.

Weaknesses:

The applicant did not identify this as a competitive priority under which it was applying.

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:

The applicant did not identify this as a competitive priority under which it was applying.

Weaknesses:

The applicant did not identify this as a competitive priority under which it was applying.

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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Technical Review Coversheet

Applicant: Mission Economic Development Agency (U215P110175)

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	20
Quality of the Management Plan		
1. Qual. of Management Plan	45	45
Priority Questions		
Competitive Preference Priority		
CPP4 Early Learning		
1. CPP4 Early Learning	2	2
CPP5 Internet Access		
1. CPP5 Internet Access	1	1
CPP6 Arts and Humanities		
1. CPP6 Arts and Humanities	1	0
Competitive Preference Priorities		
CPP7 Affordable Housing		
1. CPP7 Affordable Housing	1	0
Invitational Priority		
Adult Education		
1. Adult Education	0	0
Total	105	103

Technical Review Form

Panel #5 - Panel - 5: 84.215P

Reader #1: *****

Applicant: Mission Economic Development Agency (U215P110175)

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 demonstrates a strong need for a Promise Neighborhood.

Demographically, the neighborhood is 42% Latino, 40% white (non-Hispanic), 12% Asian, and 3% African American (e27).

The designated area, population 62,753, is home to 49% of the city's Latino community, and 10% of the city's youth population, or 11,923 young people ages 0-9 (e27).

In the neighborhood, 45% of people are foreign born, 45% of households speak Spanish at home, and 22% reported they were linguistically isolated, or spoke English not well or not at all (e34).

Academically, students are struggling in this designated community, where over 5% of the state's persistently low-achieving schools are located (e27). Only 23% of high schoolers in the neighborhood are proficient in math and science, and students in the neighborhood score 10-20 points worse than district and state averages in almost all domains, including proficiency in English Language Arts, and Math. Further, their abysmal truancy rates of 69% at one elementary school, 40% in middle school and 50% at the high school demonstrate that students are simply not showing up for school enough to maximize their learning time (e29). Even in kindergarten, 27% of students miss 10% or more of class, which is a predictor of lower fifth grade achievement (e30).

Infants born in this neighborhood do not have a strong start, for 23% of infants were not immunized by the time they were 24 months old (e34).

Teen pregnancy is at 72 in 1000 births, almost twice the city average of 4% (e35).

Crime is problematic in this neighborhood, which has the third highest rate of youth involved in the Juvenile Justice System in the city (e35).

Increasing complications, Latinos in the neighborhood earn ½ the citywide average per capita income, at \$18,584 per year (e31). The neighborhood is one of the most expensive in the country, and families are paying close to 50% of their income on rent (e32).

Sub Question

Weaknesses:

None.

Reader's Score: 10

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

Strengths:

The geographically targeted area, the Mission District, is about 2 square miles, located in the city's southeastern portion with street boundaries of approximately 11th Street to the north, Cesar Chavez and Mission to the south, Route 101 to the east and Dolores to the west. Census tract numbers are included, as is a map.

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:

Poverty afflicts 18% of children in this district, and their academic performance has been abysmally low (see Need above) (e31). Given these dynamics, the applicant's position, with an anti-poverty strategy at its core aims to successfully coordinate and build upon resources to improve student and family outcomes (e38). Further, the applicant seeks to become a hub for innovation and will share best practices with other communities, emphasizing collaboration for shared success (e38).

Their approach will build on 1) focusing on language and culture, meeting families in their home language 2) connecting family economic success as a core strategy for academic achievement 3) integrating city-wide model programs and initiatives into this community (e38).

Currently, the community has the lowest performing schools in the highest performing urban district in the state, which demonstrates the tremendous achievement gap between these children and their counterparts in adjacent neighborhoods (e39).

Providing bilingual programming will be welcoming to parents, and the applicant will seek out additional partners who can also reach out to special needs groups in the community (e39).

The local school district is transforming into Full-Service Community Schools that focus on the whole child, and this promises to provide more comprehensive services for all children and families enrolled in the district (e41). Additionally, all four schools in this designated Promise Neighborhood program are undergoing Turnaround or Transformation, which is accompanied by substantial federal funding and oversight to improve the schools.

Sub Question

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:

Currently the local school district is receiving \$44 million in School Improvement Grants, and its funding is tied to improved academic achievement in language arts and mathematics, increasing the schools that make AYP, creating a system of data-driven instruction. These objectives fit with the Promise Neighborhoods program goals because they also stress specialized academic supports that are culturally and linguistically sensitive, as well as special instructional interventions for students who need more assistance, and extended learning time for students, and coordinating academic, health, and social services, among other features (e42).

The applicant will coordinate with city-wide strategies, including Preschool for All, Kindergarten to College savings plans, Healthy San Francisco health access for uninsured, Beacon Centers Initiative after school programs, and Bridge to Success college and career programming, which span the cradle to career continuum (e40, e52).

To round out its cradle to career offerings, it will use the San Francisco SparkPoint center, based at the applicant's offices, to teach financial education skills to neighborhood adults (e51).

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 aims to align efforts with the schools by leveraging their \$44 million in School Improvement Grants (SIG) at seven of the neighborhood's eight PK-12 schools (e42).

In addition to the social services mentioned in the Quality of Project Design (above), the neighborhood is receiving multi-million dollar investments from the City, State, national foundations, and public and private foundations that the applicant describes as a built-in support network of ready individuals and organizations (e40).

The applicant has secured \$3.9 million to support this Promise Neighborhoods initiative from a variety of national banks, community centers, nonprofits, and universities, among other organizations (e129-140).

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 needs assessment and segmentation analysis will be administered by a nearby university partner's Latino Policy Research center with a long standing relationship with the community and the applicant, posing the project for success from the beginning because relationships are already established (e53).

The Academic Indicators, and Family and Community Support Indicators sought align with the Promise Neighborhoods approach, and position this applicant to seek out answers and solutions to cradle to career deficiencies in the neighborhood (e53-54).

The group will gather data from partner agencies and from the public record and will work to identify data on the smallest geographic level- the census block (e55). This demonstrates foresight and awareness that dynamics may be incredibly different across the two mile span of this neighborhood, and will enable the applicant to assess neighborhood assets and weaknesses, further ensuring appropriate solutions are sought (e55).

The applicant demonstrates a solid understanding of the purpose behind a needs assessment for geographic spaces contain a set of interrelated and sometimes complementary resources that can be leveraged in order to maximize community well being. A key goal of the needs assessment will be to map the locations and concentrations of these resources within the geographic space and share this information with partners to identify additional supports (e56).

Gathering attitudinal information from Working Group meetings and interviews will complement the data, providing authenticity and voices that tell the applicant what it is truly like to live and work in this designated neighborhood (e57).

Weaknesses:

None.

Reader's Score: 10

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

Strengths:

The applicant has partnered with many local service providers who will help determine if solutions are based on the best available evidence (e57-58).

Healthy San Francisco, a partner on this project, has evaluation-indicated evidence that they are increasing access to primary care for participating adults, improving self-reported health status, and altering their care-seeking behavior (e57).

Preschool for All, another partner that provides free half-day preschool for all four year olds in San Francisco, was been cited as a resource by the Office of Planning and Research Evaluation: Research to Policy, Evaluation of Quality Rating and Improvement Systems for Early Childhood Programs and School

Sub Question

Age Care: Measuring Children s Development.

The School-based Wellness Centers, which provide a wide variety of mental health counseling, therapy, referrals to community resources, and consultation to school staff, has evidence that their services enhance student s connection to school& [for] 81% of students report coming to school more often; 69% of students report doing better in school (e58).

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:

The Assistant Superintendent to the schools is serving as this neighborhood s Promise Neighborhood District Advisor, promising strong collaboration and alignment with school reform efforts (e42).

The applicant will add a SIG grant to the existing STAR and DREAM Schools investments, which are tied to increasing the number of students and schools meeting AYP (e42). This demonstrates both collaboration and leveraging assets to the benefit of this neighborhood.

40 people have committed to this Promise Neighborhood, and they cover broad interests in the community, including neighborhood leaders and community members, local, city and county school districts, higher education, and community based organizations (e48).

26 individuals have signed on with specific financial, time, and in-kind support in the MOU (e129-140).

Five working groups will be formed to target Early Learning and Development, School Improvement/Student Achievement, Strong and Safe Neighborhoods, Family Engagement and Financial Empowerment, and Technology Integration (e47). These working groups will review data, identify major needs in the issue area, and recommend evidence-based solutions (e48-49). Staff will include members of CBO s (acronym unknown), teachers, parents, students, community residents, government employees, and foundation representatives (e49).

Weaknesses:

None.

Reader's Score: 10

Sub Question

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

Strengths:

The applicant will work closely with the partner university to design, implement, and utilize the [name withheld] Promise Neighborhood database system for the identification of needs, gaps in services, and solutions (e70).

Working groups will determine specific, measurable outcomes tied to each solution, based on the proposed project indicators, which demonstrates power in the groups to select indicators they think are most valuable to measure needs in their given area (e70).

The applicant provided examples that they have collected data for past social service initiatives, as well as to track the success of its programs for reporting to its board of directors. This demonstrates some ability to report on data, and a strong, comprehensive approach to gathering and analyzing data.

Weaknesses:

None.

Reader's Score: 15

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

Strengths:

The applicant has been highly active in advocating for the Latino population in this neighborhood for 38 years, and has deep roots in the neighborhood (e62).

Additionally, they are forming a Promise Neighborhood Advisory Board with representatives from partner agencies and organizations, parent leaders, businesses, schools, and the community (e48).

26 individuals have signed on to this vision of a Promise Neighborhood with specific financial, time, and in-kind support in the MOU, and they broadly represent schools, partner organizations, and donors (e129-140).

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 local school district is engaged in major reform through its School Improvement Grants, and has partnered with the applicant through the leadership of the Assistant Superintendent.

26 separate groups have signed on with specific financial, time, and in-kind support in the MOU exceeding \$3.9 million, demonstrating a tremendous amount of support for this organization to pursue

Sub Question

building a Promise Neighborhood (e129-140). The applicant will leverage and integrate several high-quality, neighborhood programs that represent combined multi-million dollar neighborhood investment of resources, organizations, strategies, and people, into its continuum of solutions (e74).

The leadership team on the project has extensive experience in integrating funding streams from multiple sources as it has served this neighborhood for several years. Further, they have demonstrated a capacity to raise and leverage funding to create integrated and comprehensive programs for neighborhoods. In the past two years, the group has successfully competed for and received federal grants from five different agencies totaling more than \$6 million, and the majority of the funds are for collaborative work benefitting the Mission District (e75). The agencies they have worked with include the National Telecommunications and Information Administration, Small Business Administration, Department of Housing and Urban Development, Community Development Financial Institutions Fund, and the Administration for Children and Families. Additionally, they have leveraged public financing from the City of San Francisco, and private funding through several banks and foundations to build their Plaza Adelante development project (e75). Working with multiple funding streams, reporting on progress toward goals, and continuing to build a sustainable funding stream are key attributes of this applicant, and offer great promise for how they will manage further investments with federal funding.

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 neighborhood currently has a robust Early Learning Network, but the applicant seeks to build on that by integrating services between the public schools, the early childhood community, and the Promise Neighborhoods planning team (e76). To integrate services, the planning team will coordinate with the San Francisco Childcare and Advisory Council (CPAC), the state-mandated Local Planning Council for childcare and early education policy, as well as First 5 San Francisco, preschools, Early/Head Start, home based child care center coalitions and technical assistance entities, pre-natal and parenting programs (e76). By including and collaborating with so many service providers, the applicant seeks to ensure that the children in its neighborhood benefit from all the resources that are available to them from the earliest ages and stages of development, ensuring future health and a strong start to life.

Additionally, one of the planned working groups focuses on Early Learning and Development (e47).

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 will leverage their existing program funds with the Promise Neighborhood funds to increase computer and internet access to its community in a variety of ways.

The applicant has a great deal of experience increasing broadband Internet accessibility in its community. Currently, they have invested in the Latino Tech Net, which is funded by a \$3.7 million, three year Recovery Act grant from the National Telecommunications and Information Administration. This program offers bilingual computer training and public access computers at the applicant's Plaza Adelante headquarters (e78).

Also, the applicant will use the City of San Francisco Department of Technology's Community Broadband Network, which provides internet access for low income communities (e79). The group will also work to provide access to corporate programs through AT&T and Comcast, which are giving free or reduced internet subscriptions and computers to low-income families and SFUST students (e79).

Weaknesses:

None.

Reader's Score: 1

Competitive Preference Priority - CPP6 Arts and Humanities

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

Strengths:

The applicant did not identify this as a competitive priority under which it was applying.

Weaknesses:

The applicant did not identify this as a competitive priority under which it was applying.

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:

The applicant did not identify this as a competitive priority under which it was applying.

Weaknesses:

The applicant did not identify this as a competitive priority under which it was applying.

Reader's Score: 0

Invitational Priority - Adult Education

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

No

Reader's Score: 0

Status: Submitted
Last Updated: 11/07/2011 11:23 AM

Status: Submitted

Last Updated: 10/31/2011 01:04 PM

Technical Review Coversheet

Applicant: Mission Economic Development Agency (U215P110175)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	15	15
Quality of Project Design		
1. Quality of Project Design	20	20
Quality of Project Services		
1. Qual. of Project Services	20	20
Quality of the Management Plan		
1. Qual. of Management Plan	45	45
Priority Questions		
Competitive Preference Priority		
CPP4 Early Learning		
1. CPP4 Early Learning	2	2
CPP5 Internet Access		
1. CPP5 Internet Access	1	1
CPP6 Arts and Humanities		
1. CPP6 Arts and Humanities	1	0
Competitive Preference Priorities		
CPP7 Affordable Housing		
1. CPP7 Affordable Housing	1	0
Invitational Priority		
Adult Education		
1. Adult Education	0	0
Total	105	103

Technical Review Form

Panel #5 - Panel - 5: 84.215P

Reader #2: *****

Applicant: Mission Economic Development Agency (U215P110175)

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, Mission Economic Development Agency MEDA, is located in the Mission District of San Francisco. This area is a historic entry point for Latino immigrants and refugees who were fleeing wars and political instability in Mexico between 1940-1960 and from Central and South America between 1980-1990 (p. 26). Mission also experienced waves of displacement due to urban renewal and the Dot Com boom (p. 3). There is such educational disparity, because seven out of 10 School District's 10 lowest performing schools are in the Mission District, while at the same time San Francisco USD is the highest overall performing urban district in the State of California (p. 5). The applicant states that this is due to strong disparities between school performance and socio-economic status in San Francisco, with the low-performing schools located in this poor target neighborhood (p. 5). The families in the target community suffer from high poverty, a severe lack of affordable housing, limited job opportunities, language barriers, high percentage of single-parent households, teen birth rates, and victimization by predatory financial services (p. 7). This action leads families to have to work multiple jobs, mostly in low-wage service industry. There is increased household size due to multiple families cohabiting in apartment units and a stabilization of family incomes due to combined job losses, low wages, and excessive housing prices (p. 7). Mission schools have the highest levels of chronic absence (10% or more). They have the lowest per capita income (\$18,584) of an ethnic group in San Francisco (p. 31). The applicant describes the education problems in this area. For example, on page six it states that Cesar Chavez Elementary had 70% English language learners, 83% who were eligible for free or reduced price lunch and 89% who were Latino and 42% truancy rates. In Everett Middle School they had 61% Latino and 22% African American and in John O'Connell High School they had 60% Latino and 16% Black or African. John O'Connell had 23% of children being proficient in English Language Arts (p. 6). Bryant Elementary had a 91% Latino population, 91% are on free or reduced price lunch, 69% are English Language Learners and 61% have truancy rates (p. 4). Some other demographics cited: 49% of Latinos in San Francisco reside in this District, half of families in this area had children under 18, and had higher percentage of children and youth in San Francisco, 10% of all San Francisco's children live in the Mission District (p. 4). Mission has the highest CalWORKS caseload of all City neighborhoods (p. 8), the lowest per capita of any ethnic group in San Francisco (\$18,584), 17.6% of Mission District live in poverty, 9.5% unemployment rate, 78% graduation rate, only 25% own their own home (p. 9) Mission is experiencing low incomes and high unemployment and exorbitant housing costs (p. 9). Mission has the highest concentrations of check-cashing businesses and pay-day lenders, charging interest at 400% (p. 10). Regarding health issues in Mission, 43% of children under three years are overweight (p. 11), and the teen birth rate was 72 per 1,000 births (p. 11). Mission has the third highest rate of youth involved in the Juvenile Justice System.

Sub Question

The Mission community is dealing with gangs, and the gang headquarters is located at 20th Street and Mission (p. 12). All of these issues have an impact on the children's ability to learn and concentrate in school.

Weaknesses:

NONE

Reader's Score: 10

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

Strengths:

The Mission District is an area of approximately two square miles and is located in the City's Southwestern portion with street boundaries of approximately 11th Street to the north, Cesar Chavez and Mission to the South, Route 101 to the east and Dolores to the west. The Mission District is in California's 8th Congressional District and includes all or part of 13 Census Tracts and zip code 94110. Map was enclosed on p. 13. Mission Promise Neighborhood (MPN) is targeting four schools (Cesar Chavez Elementary School, Bryant Elementary School, and Everett Middle School, and John O'Connell High School located in the Mission District in San Francisco. In 2011, the population was recorded at 62,753, 40% were Latino, 40% White, 12% and Asian, 3% African American (p. 27). In 2011, nearly forty percent of Mission residents were foreign born and 45% of households spoke Spanish (p. 10).

Weaknesses:

NONE

Reader's Score: 5

Selection Criteria - Quality of Project Design

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

Reader's Score: 20

Sub Question

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

Strengths:

The applicant presented a continuum of solutions that were aligned with an ambitious, rigorous and comprehensive strategy for improvement of schools where the children can thrive and succeed. The applicant clearly addressed the other important goals of creating a vibrant, effective community network and support for the families in the Mission community. For example, the intervention will begin with the child receiving prenatal care to get him ready for preschool, through key transition points of kindergarten which will get the child to read proficiently in the third grade), then transitions successful to middle school, graduates from high school and moves on to college to follow a career path (p. 23). The MPN plan plans to improve education by leveraging and aligning the \$44 million School Improvement Grant (SIG) which is currently benefitting 7 of the 12 schools. STAR and DREAM Schools investments are already in these schools to improve language arts and math, and to increase the numbers of schools that make Adequate Yearly Progress (AYP). There will be a creation of a system of data to guide instruction, the school community and the use of data to make informed decisions about their programs for students (p. 19). SIG goals are aligned to PN goals to achieve: high expectations for

Sub Question

student success for every student and provide challenging, engaging and relevant instruction; culturally and linguistic responsive pedagogy; timely supports (instructional interventions) for students who need additional assistance; extended learning time for students beyond the school day/week and into the summer; coordination of academic, health, social/emotional services for students and families; and strong advocacy and partnership from and with parents and community. Mission PN will seek to improve, bolster, and connect these efforts to the neighborhood's assets (p. 20). The applicant stresses how they will implement the vision of full service community schools. Mission PN (MPN) will coordinate with SFUSD's PARENT ENGAGEMENT efforts working with the Executive Director of Parent Engagement and Student Support Services for SFUSD to help ensure that parent engagement is a critical component of their strategy (p. 20). In the SIG grant, the MPN has identified limitations and gaps which they would like to fill, such as, improving the coordination of integration of services for all children and families, while providing the children at greatest risk with the most intensive services. Through the MPN they want to elevate the effectiveness of all of participating schools and programs for children and families in the Mission, build network with the capacity to UNITE the full range of community stakeholders around an unwavering commitment to children's success (p. 23). The two overarching goals are that all children in the Mission District, from birth to adulthood, are thriving and graduate from high school and college-prepared for success. 2. MPN becomes a vibrant, effective, community network that is supported and owned by the Mission community, and maintains a continuously improving, data-driven system of supports for children and families (p. 23).

MPN will be organized according to five-planned working group focus areas which are: early learning and development; school improvement/student achievement; strong and safe neighborhoods; and family engagement and financial empowerment; and technology integration.

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, MEDA, described a proposal to create a complete continuum of solutions from prenatal care to getting ready for preschool, transitioning through key transition points of kindergarten (making sure that the child reads proficiently at 3rd grade), and that transitions are successful to middle school, graduates from high school and moves on to college to follow a career path (p. 23). They plan to improve education by leveraging and aligning the \$44 million School Improvement Grant (SIG) which is currently benefitting 7 of the 12 schools and to fill in the gaps, enhance the services, and make it more collaborative and integrative, by bringing in more partners and interested individuals. They will also leverage STAR and DREAM Schools investments already in these schools to improve language arts and math, increase numbers of schools that make AYP, Adequate yearly progress, Create a system of data to guide instruction. (p. 19). The applicant's theory of action will focus on language and culture, with programming and services that meet families in their native language, in a culturally appropriate manner. It will also focus on connection of, and commitment to family economic success as a core strategy for heightened academic achievement; and on a strong, city-wide model programs and initiatives that can be more explicitly integrated into the community (p. 15). The working groups will focus on early learning and development; school improvement/student achievement; strong and safe neighborhoods, and d. family engagement and financial empowerment, and technology integration (p. 24).

Weaknesses:

NONE

Reader's Score: 5

Sub Question

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 MPN will leverage many existing neighborhood assets and coordinate with: the \$44 million SIG, School Improvement grant, the STAR and DREAM School Investments already in these schools. Some other initiatives that will be used in this project are the Preschool for All (early childhood), Kindergarten to College Program, Health San Francisco Health Access (for the uninsured), Beacon Centers Initiative (after school program), and, Bridge to Success for getting students to college or a career (p. 17, 19). They stated that they will build a network with the capacity to unite the full range of community stakeholders around an unwavering commitment to children's success (p. 23). All of MEDA's programs are aligned with city-wide neighborhood revitalization strategies, including the Mayor's Office of Housing's 5-Year Consolidated Plan (p. 27). They will also make plans to align with the Bayview/Hunters Point as a HUD Choice Neighborhood (p. 27). Additional MPN partners will be identified through an open invitation and community meetings, and represent diverse sectors and experience (p. 27). MPN will leverage existing, functional networks that are active in the MPD area and that are developing strategies that address various MPN pieces, such as the San Francisco Spark Point Center (financial education centers) which is a crucial component of United Way's strategy to reduce poverty. This consists of financial coaching, business development, homeownership counseling, tax preparation, workforce development, and access to financial products. MEDA, the applicant, is the lead agency for the 9th center which is located in Plaza Adelante, the 21,000 sq. ft. multi-tenant nonprofit center which they own. (p. 28). Spark has 40 agencies involved in designing collective objectives, outcomes, services, operations, governance and fundraising protocols, and MPN will have a very strong connection with, and follow the map of the SparkPoint planning and implementation work (p. 28). Mission Community Council (MiCoCo), is an organization of CBO's faith groups, neighborhood associations, and public departments that have united to promote the well-being of the Mission District. This group meets on a monthly basis to discuss issues, including the education systems. Mission Economic Development Agency, MEDA, the applicant, has been a participant of MiCoCo and the youth Affinity Group, as are many other MPN partners (p. 27-30).

Another partnership who's work MPN will built upon is Bridge to Success which is a partnership between the City of San Francisco, San Francisco Unified School District, City College of San Francisco, San Francisco State University and the community to double the number of youth who achieve college degrees and credentials, and is funded through a 3 year Bill and Melinda Gates Foundation grant (p. 29). Another is the San Francisco Beacon Centers, which is a public-private partnership that includes the San Francisco Department of Children, Youth and Families, SFUSD, community organizations (including Mission Neighborhood Centers) and local foundations led by the Evelyn & Walter Haas, Jr. Fund (p. 29).

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.

Sub Question

Strengths:

MEDA, the applicant and partners will collaborate with UC Berkeley's Center for Latino Policy Research to design and implement a rigorous research data collection and evaluation component that will be used to conduct the needs assessment and segmentation analysis, and to inform the planning process (p. 30). The needs assessment will be designed to collect educational indicators: The applicant presented a table with the educational indicators/outcome, Data Source for Needs Assessment and Possible Solutions (Current Strategies). For example, children enter kindergarten ready to succeed in school is an indicator and the data source mentioned for this is: First Five; DCF, SFUSD. Possible Solutions for this indicator are: Preschool for All, Head Start, Early Head Start CPAC (p. 30). Another indicator/outcome mentioned was: High School graduates obtaining a postsecondary degree, certification, or credential. The Data Source would be the School District. Possible Solutions are: Bridge to Success, College Connect, Financial Aid University, Kindergarten to College, Summer Bridge, SF Promise, Dual Enrollment Programs and Metro Health Academy (p. 31). For addressing poverty prevention, the applicant cited Spark Point database; and Parent Survey as the source to collect data to determine the level of support to the families, and the Spark Center, Earn It! Keep It! Free Tax Preparation, as possible solutions (p. 32). The applicant proposes to do segmentation analysis that will identify the children that have the most demonstrated need or children who need additional assistance, or of the greatest risk (p. 16,19, 23).

Weaknesses:

NONE

Reader's Score: 10

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

Strengths:

The applicant stated that they have and will use a strong base of evidence backed strategies for improvements along the cradle-college-career continuum (p. 40). They further state that they will identify the needs and gaps, and the integration of strong effective existing solutions (p. 18). The applicant states that MPN will become a hub for innovation, and a model for replication and sharing best practices with other communities. One such evidence based program is MEDA's Spark-Point, which was developed on best practices and lessons learned from the Annie E. Casey Foundation's Center for Working Families (p. 28).

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**

Sub Question

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 management team and project director is very competent in working with neighborhood and its residents, the LEA, and Federal, State and Local government leaders and other services providers. MEDA, the lead agency, has a 38 year history of service to, and deep engagement with Mission District families, community-based organizations, government leaders, and has led major planning efforts in the neighborhood (p. 39). They have a \$3.5 million annual budget, and continue to work with many organizations to provide services to the Target population, such as United Way, with the Sparks program (p. 39), government leaders, and many other service providers. The Advisory group that the applicant put together is composed of individuals with expertise in each issue area, and will include representatives from CBO's schools, universities, colleges, local government agencies, elected officials, parents, students, principals and teachers (p. 40).

MEDA is part of many existing community networks and was able to bring together 40 neighborhood leaders, community members, and representatives of county, city, school district, higher education institutions, and community-based organizations to commit and participate in in MPN (p. 40). Half of their Board are residents from the target community. The task force will include residents. And the plan to incorporate "Promotores", community members with strong social network ties through participation in church, sports, or community groups that have received leadership and specialized training in the subject matter of the services the are doing outreach for (p. 50, 48).

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 will be working with the UC Berkeley's Center for Latino Policy Research, to design and implement a rigorous research , data collection and evaluation component that will be used to conduct the needs assessment and segmentation analysis, and to inform the planning process (p. 30). The Latino Policy Research Center was founded in 1989 in response to the challenges of limited education, political and economic opportunities facing the Latino/Chicano population. Their research projects inform and impact local, state, and national policies that affect Latinos (p. 45). MEDA has a strong outcomes-based evaluation, and a demonstrated track record of success, meeting goals and outcomes with all programs and funding streams (p. 39). The Research & Evaluation Specialist is chair of the Latino Policy Research Center at Berkeley, and very knowledgeable in data collection, analysis, and using data. She recently formed part of the three-person evaluation team for the James Irvine Foundation's \$15 million California Votes Initiative, which involves engaging in data and capacity needs assessment for the nine community-based organizations participating in the project (p. 44).

The MPN Project Manager and MEDA's internal Evaluation Analyst, will also be involved to design, implement, and utilize the MPN database system for the identification of needs, gaps in services, and solutions.

Weaknesses:

NONE

Reader's Score: 15

Sub Question

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 MPN has vast community support, as evidenced by the 25 partners included in the MOU. The MOU confirms the alignment of each partner's vision, theory of action and theory of change with that of the proposed PN project. Partners will be held accountable in accordance with the signed MOU and adherence to a collectively agreed upon vision, work plan and outcomes. The applicant has commitment from the Mayor's Office and city agencies, including the Dept. of ACLYF, First 5 San Francisco, the Office of Econ. & Workforce Development, the Mayor's office of HUD and the Dept of Technology (49). Parents and students will also participate in the decision making process through their involvement in the Working Groups (p. 49). Four of MEDA's eight board members are representative of the geographic area (p. 50). The applicant is working with over 40 neighborhood leaders, community members, and representatives of county, city, school district, higher education institutions and community-based organizations committed to MPN (p. 25), which uses The two overarching goals are: Using its THEORY of CHANGE as a foundation, MPN states that they will significantly improve the ACADEMIC, COMMUNITY and FAMILY SUPPORTS available to the residents, focusing those efforts on those children in greatest need, to the transition points in the continuum (p. 23). An initial Advisory group has been identified prior to the application, and biographies and qualifications are included in Appendix VI (p. 25). This group will be further develop to a more diverse group of representation and expertise.

There will be five working groups that include staff of CBO's teachers, parents, students, community residents, government employees and in some cases corporate and foundation sector representatives (p. 26). The Advisory Board and Working groups will meet periodically to share experiences, integrate planning and ensure the coordination of all neighborhood efforts (p. 26). The quarterly meetings will be open to the entire community to heighten its involvement in the MPN (p. 26). These meetings will consists of such issues as identifying process for collective decision making, assessment, inventory, mapping of resources and needs, identifying planning process, vision, mission and desired outcomes, select promise neighborhood partners, develop service coordination and integration plan, develop on-going community engagement process, develop evaluation process and methodology, and develop sustainability plan (p. 26).

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 MPN will leverage the \$44 million SIG, School Improvement grant, the STAR and DREAM School Investments already in these schools, Some other initiatives that will be used in this project are the Preschool for All (earl childhood), Kindergarten to College Program, Health San Francisco Health Access for the uninsured), Beacon Centers Initiative (after school), and, Bridge to Success (college-career). These initiatives are funded by major entities such as the City of San Francisco, State of California, Bill and Melinda Gates Foundations, San Francisco Foundation, Citi and numerous others, and represent multi-million dollar investments (p. 17, 19). The applicant, MEDA, has a \$3.5 million annual budget that includes a \$6 million national Recovery Act funded project that is bringing TECHNOLOGY access and training to 17 Latino communities in 10 states nationwide (p. 39, 40). MEDA is the lead agency for United Way Spark Point Center in economic development (p. 40). The Executive Director of MEDA, will be the Project Director of Mission PN. He has 14 years working with residents of Mission, established strong relationships and a long history of working with government leaders, including San Francisco's

Sub Question

Supervisors, department heads and staff of Cit agencies, state Senators and Assembly members, and high level government leaders at the Department of HUD, Department of the Treasury, SBA, Administration for Children & Families, and Department of Commerce (p. 41).

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:

San Francisco has a robust Early Learning Network serving the Mission District that will be integrated into this project. SFUSC and the ECE community will collaborate in the MPN planning process to create a high quality and comprehensive local early learning network that is full integrated with the PreK-12 system and community supportive services, and that is available to every child (p. 53). They will embrace, align and coordinate with: Preschool for All, SFUD Pre-K- 12 Systems, Race to the Top, California Early Childhood Education Competencies (p 53, 54). The applicant will build upon the existing early childhood programs and support those most at need.

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 will prioritize bringing quality internet connectivity, computer equipment, and training to all students and families in the Mission community. The applicant will leverage significant existing investments, including the Latino Tech Net (LTN), a project of MEDA and CAMINOS Pathways Learning Centers, funded by a \$3.7 million, three year Recovery Act grant from the NTIA, that is offering bilingual computer training and public access computers at Plaza Adelante: the use of the City of San Francisco Dept. of Technology's Community Broadband Network, access to corporate programs (AT & T and Comcast) giving free or reduced internet subscriptions and computers to low-income families and SFUSD students. Their Technology workgroup will focus on access, training and content (p. 55, 56).

Weaknesses:

NONE

Reader's Score: 1

Competitive Preference Priority - CPP6 Arts and Humanities

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

Strengths:

The applicant did not accept this as a competitive priority under which it was applying.

Weaknesses:

The applicant did not accept this as a competitive priority under which it was applying.

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:

The applicant did not accept this as a competitive priority under which it was applying.

Weaknesses:

The applicant did not accept this as a competitive priority under which it was applying.

Reader's Score: 0

Invitational Priority - Adult Education

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

No

Reader's Score: 0

Status: Submitted
Last Updated: 10/31/2011 01:04 PM