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

Technical Review Coversheet

Applicant: Reading and Beyond (U215P110139)
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

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

Applicant: Reading and Beyond (U215P110139)

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 provided a comprehensive set of data describing serious challenges facing the targeted neighborhood including schools with large numbers of students not meeting basic learning thresholds, see pages 9 and 12; a series of indicators demonstrating economic distress for the community, households and individuals on pages 10, 11 and 14; and low levels of educational attainment in the community both in high numbers not attaining high school degrees or in post-secondary education, see page 11. The area has been identified by the Brookings Institute as one of the urban areas with the highest concentration of urban poverty, see page 3. The information provided clearly demonstrated a level of severity of problems facing the community that link to the intent and purpose of the Promise Neighborhoods initiative.

   Weaknesses:

   None

   Reader's Score: 10

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

   Strengths:

   A map depicted the service area, called the Neighborhood in this application, is included on page 7 of the application and clearly shows the boundaries of the targeted area. All three of the schools included in this initiative are located within the target geographic area. An asset map provided on page 15 illustrated community assets that will contribute to the success of this planning year clustered in the northeast area of the target community, demonstrating the need for expansion of services across the community.

   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:

   Included in the description of the Fresno Promise Neighborhoods initiative are a number of strategies, activities and commitments that are designed to ensure improvement of the neighborhood schools as a key outcome. Information provided includes a list on page 17 of possible strategies to enhance the school improvement initiative underway at one of the target schools; inclusion of both a representative of the district and county education leadership on the steering committee, see page 58; and a focus in programmatic planning workgroups on identified indicators tied to school success for every student, see pages 30 and 64.

   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:

   On pages 18 through 22, the applicant provided detailed information on the planning year structure that will be employed to ensure the creation of a complete continuum of solutions. These included three overall goals focused on mutuality, sustainability and strategies to scale up success, see pages 18 to 19. Workgroups and programmatic committees, comprising local residents and other experts, will drive a planning process tied to the ten identified outcomes as part of a strategic implementation plan. Strategies to ensure successful gathering and use of data and information to drive planning and decision-making are described on pages 21 and 22 including technical consultants, intensive neighborhood engagement, and ongoing systems resource alignment. This comprehensive process should ensure that the planning process provides the data, input and decision-making to ensure a continuum of success.

   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:

   Fresno Promise Neighborhoods initiative builds on previous partnerships and collaborations, especially related to the lead organization, Reading and Beyond. These include a neighborhood revitalization initiative led by the city, targeted funder giving to drive early childhood and afterschool programs in the

area, a series of economic development programs and workforce development initiatives, see pages 26 to 29. Fresno Promise Neighborhoods will include as part of the planning year process, development and implementation of a databank of all existing community, state and federal resources related to the scope of the initiative. Information from this resource will inform the sustainability and implementation of the Promise Neighborhoods initiative as well as being available to community partners to further support partnering and collaboration, see page 26.

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:

   Project partner, California State University-Fresno, will provide leadership and technical skills to assure implementation of a useful and comprehensive needs assessment and segmentation analysis. A list of indicators is included on pages 30 to 32 and these indicators link to the desired results listed in the same chart. The process will include identification of existing data and methods to gather and analyze that data, as well as methods to gather necessary data and information not currently available, see page 33. Data collection will include the use of local residents, Promatoras, in gathering information through person-to-person surveys, page 33. A variety of segmentation processes will be used to provide descriptive information to the working groups and project staff, see page 34. Analysis will be provided by race, ethnicity, gender, special needs, and ELL status at a minimum but will also include other elements as determined by stakeholders, including residents, see pages 30 and 34.

   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:

   activities described in this application for the planning year as an integral element in the process. On pages 35 to 36, the applicant provides information on research that has informed the development of the framework for Fresno Promise Neighborhoods, a comprehensive foundation for this initiative. On page 38, the applicant identified the development of a continuum of evidence-based solutions as one of three responsibilities of the project's Steering Committee. A key partner, the Center for Research, Assessment, Evaluation, and Dissemination (CREAD) is tasked with ensuring that information on best practice models is provided to the steering committee and working groups as needed, see pages 39 and

40. A final review of recommended solutions and their basis in evidence will occur at a Steering Committee retreat as the final step in the development of the strategic implementation plan, see page 40.

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 applicant agency, Reading and Beyond, has a history of partnering and collaborating with schools, government and other stakeholders, including residents, in addressing a variety of community needs related to the Promise Neighborhoods initiative, see pages 42 to 47. Some examples are afterschool programming, literacy initiatives, and advocacy campaigns. In addition, the agency ensures that staff have linguistic and cultural competence skills tied to the demographics of the neighborhoods, page 47. These initiatives are driven by evidence and anchored in community engagement which makes the agency a strong lead partner for Fresno Promise Neighborhoods.

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:

Building on the lead agency's past data driven initiatives, this initiative will employ the skills and expertise of a key partner, CREAD, in driving the data collection and analysis process, see pages 53 and 54. CREAD brings the resources of a university-based data analysis organization to this partnership including the ability to support local residents in data-gathering, segmented data analysis, and a history of working in the targeted community with the lead agency and other partners. The initiative will also employ the skills of a contractor employed by the school district to build a longitudinal data system to expand that system to make it useful and accessible to the Promise Neighborhoods partners and community residents as appropriate, see page 50. These partners will provide technical skills and ongoing support directly linked to ensuring data-driven decision-making during the planning year.

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:

As demonstrated throughout this application, both the lead agency for the initiative as well as the schools and partners have a history of aligning work through collaborative efforts. In the Promise Neighborhoods initiative these partners have committed to increasing the effectiveness and impact of collaborating through a shared agreement to cooperation, reduction of duplication and evidence based decision-making, see MOU. On pages 57 through 64 the applicant describes in detail the governance and operation structure in place for the initiative, with oversight responsibilities assigned as appropriate for the steering committee and lead agency.

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:

Fresno Promise Neighborhoods' partnership was intentionally developed to ensure relationships were developed to foster integration of funding streams and leveraging of programmatic assets. On page 65 the applicant provides a chart depicting the sources of current cash and in-kind contributions for the initiative that include private, corporate, and government commitments. In the MOU provided in the appendix, partners commit to continuing to build the initiative's infrastructure through leveraging of resources, a key step in ensuring sustainability. Two ongoing workgroups, Fund Development Team - which includes grant makers, grant writers and grant-fund acquisition experts - and Fresno Public Sector Workgroup, will continue to include ongoing support of the Promise Neighborhoods initiative in the scope of their work, see page 67.

Weaknesses:

None

Reader's Score: 10

Priority Questions

Competitive Preference Priority - CPP4 Early Learning

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

Strengths:

On pages 70 through 72, information is provided demonstrating the commitment of key existing partners in Fresno's early learning network to engage in the Promise Neighborhoods plan development and build on their existing strategic plan focusing on age four. The staffing plan for this initiative will include the identification of an Early Care and Development Director to ensure emphasis and focus on success for this segment of the population, see page 72.

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:

   Fresno Promise Neighborhoods is committed to bridging the digital divide for families in the target neighborhood. Reading and Beyond has initiated work with Comcast to identify possible methods to increase affordable access to information through technology throughout the area. A summary list of possible solutions that will guide this work during the planning year are included on page 73 and 74.

   Weaknesses:

   None

Reader's Score: 1

Competitive Preference Priority - CPP6 Arts and Humanities

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

   Strengths:

   Not included.

   Weaknesses:

   Not included.

Reader's Score: 0

Competitive Preference Priorities - CPP7 Affordable Housing

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

Strengths:

Not included.

Weaknesses:

Not included.

Reader's Score: 0

Invitational Priority - Adult Education

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

   No

Reader's Score: 0

Status: Submitted
Last Updated: 10/21/2011 01:25 PM

Technical Review Coversheet

Applicant: Reading and Beyond (U215P110139)
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

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

Applicant: Reading and Beyond (U215P110139)

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 does an excellent job of explaining the real problems of the community with some root cause analysis (p.3) and cites numerous reports on the severity of urban poverty in the region and especially Fresno. The applicant also clearly delineates strong assets of the community (p.5) and includes an asset map on page 15. Reading and Beyond clearly identifies barriers, gaps, and segments not only academic data from a variety of perspectives from all PN schools in the zone but also health and economic factors that contribute to the need for the planning grant. There is a holistic approach in describing the magnitude of the need for this project.

   Weaknesses:

   None.

   Reader's Score: 10

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

   Strengths:

   The applicant did substantial research and outreach to determine what neighborhood meets the PN criteria and would be best served by immediate attention from the community at large. The Lowell neighborhood is described in detail with data and narrative and the proposal includes both a physical geographic map as well as an asset map (p. 7 and p. 15) as well as it s historical significance to the region (p. 27).

   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 lays out 4 well laid goals to support the Transformational Turnaround Efforts of Webster Elementary on page 17 that include significant family and community engagement and empowerment as well as increased extended learning time.

   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 provides an in-depth model of connecting organizations, residents, and higher education organizations to offer a series of non-duplicated services for families to ensure more equitable access to educational opportunities and other placed based services that will hopefully lead to higher and more sustainable achievement levels of students in the targeted tract as noted on pages 38-41.

   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:

   This proposal relies heavily on accessing and applying culturally relevant (Promatora) models of community engagement and action; the planning team has been working since 2009 to create PN organization that enlists the abilities of a variety of CBO s; they even acknowledge that collaboration is oftentimes challenging, but considering the needs, sometimes desperate, of the neighborhood, the benefits of nesting resources and allies together far outweighs the negatives.

   Weaknesses:

   None.

   Reader's Score: 5

Selection Criteria - Quality of Project Services

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

Reader's Score: 20

Sub Question

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

   Strengths:

   The applicant has already developed a team of people to help with this process (p. 33) and they have already segmented much of the data to inform this planning grant proposal. Relationship with CREAD will be a huge asset to the project as they begin the specific task of gathering, analyzing, and filling in research gaps.

   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:

   Reading and Beyond has provided a solid conceptual framework in which they have been and will continue to use to guide the planning process including the work of John Dewey, the Promatoras, and the Complementary Learning approach stemming from the Harvard Family Research Project.

   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:

Page 39 describes how planning committees will engage with CREAD to build a model of continued school success for children in the PN tract. RAB is a trusted and successful local CBO which has strong ties to the community and also enlisted the support of various systemic and grassroots entities. Their efficacious work in the community around literacy and parent engagement is well documented.

The applicant has assembled a solid team of university, school district, and other service providers as guides even in this planning process.

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:

   RAB participates in regular evaluations and program assessments (p. 48) to increase and build upon successes as well as change needed practices. The relationship with CREAD is an obvious asset to learning about and applying data to particular contextual situations. Training is included in the planning year for residents including the Promatoras in using more qualitative as well as quantitative data sets.

   Connecting with AJW, Inc. as a data partner will link multiple stakeholders together to access a streamlined database and processes (p. 50-51).

   RAB has established a data system for their organization that is functional and useful and have included a Community Engagement Plan in the PN planning grant to ensure transparency of information to all involved (p. 54-55).

   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 PN team has been working together since 2009 to build a community of practice before engaging in the writing of the grant; a clear theory of action and change is outlined on page 37. The relationships that the applicant has already created and documented as well as written commitments of each partner organization in the MOU is solid. The team has also committed to supporting local residents in becoming agents of change by including accountability training for families.

   The organizational chart outlined on page 61 describes the interconnectedness of each stakeholder in this process as well as their relationship to the theories of action and change.

Weaknesses:

None.

Reader's Score: 10

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

Strengths:

The applicant lays out a defined explanation of their own current funding sources as well as their ability to connect with outside funders and interagency financial resources. As component of their theory of change is to remove silos of existing organizations including the need to struggle for the same, oftentimes, limited 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:

Excellent outline of possible programmatic goals on pages 70-71 including 0-3 services, voluntary pre-school for four year olds, and transition work for 5-7 years. Also included is parent engagement and workforce development for families.

Weaknesses:

Reader's Score: 2

Competitive Preference Priority - CPP5 Internet Access

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

Strengths:

The microlending program detailed on page 73 is an creative and unique community building asset that we know has worked in other countries as well as low-income communities, bringing this model to the Lowell Community is strong message about the value of community and residents building and taking back their neighborhood. Relationships with Comcast and RAB is encouraging.

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:

 Weaknesses:

Reader's Score: 0

Competitive Preference Priorities - CPP7 Affordable Housing

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

 Strengths:

 Weaknesses:

Reader's Score: 0

Invitational Priority - Adult Education

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

 No

Reader's Score: 0

Status: Submitted
Last Updated: 10/27/2011 10:44 PM

Technical Review Coversheet

Applicant: Reading and Beyond (U215P110139)
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 #15 - Panel - 15: 84.215P

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

Applicant: Reading and Beyond (U215P110139)

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 writes and describes the vicious cycle of poverty for its community of focus. According to pages 6-7 there is evidence of double-digit unemployment rates, high incidence of poverty, and low educational levels. Additionally, there is also evidence of another funder supporting this region for the very reasons described and it is a 10 year commitment. Finally, the applicant portrays a sense of urgency in it's application. The time&is now on page 5. It was nice to have some of the info in a table format for ease of understanding on page 8-9.Pages 10-15 showcase additional descriptions and map overviews of lack of early childhood programs, lack of parks and recreation, lack of health clinics. (segmentation Strength based model know the assets)

   Weaknesses:

   None

   Reader's Score: 10

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

   Strengths:

   The applicant makes a solid case for the challenges associated with the zip code 93701 and parts of the surrounding neighborhood. There are 2 maps indicating the location of the city and the neighborhood for focus in this project on pages 6-7. An asset map was a nice addition.

   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

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:

   According to the application pages 16-17 state that the project will partner with schools by increasing school and community safety, increase parent understanding of importance of supporting reading and language development, provide parents with tools/strategies provide an enriching home experience, and empower parents and community members to hold schools accountable. Very aligned.

   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:

   There is a continuum of solutions aligning with the Theory of Action and the Action for Change. There is a clear process for how decisions will be made as outlined in pages 22-24 including the utilization of promotoras. Also once the plan is created, the community will have an opportunity to weight in even if they did not get to weigh in the development. Trying not to duplicate programs and services.

   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:

   There is well defined community with very strong assets. The use of promotoras is exceptional in the connection of working with families in the community. Promotoras are from the community, have trust with the community and speak the language and are typically of the same culture of the community in which they are working. There is also a strong emphasis on the resident leaders, essential for the community to help move this project forward.

   Weaknesses:

   Reader's Score: 5

Selection Criteria - Quality of Project Services

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

Reader's Score: 20

    Sub Question

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

       Strengths:

       As described on pages 33-34, qualitative and quantitative data will be utilized for additional segmentation analysis.

       Weaknesses:

       none

    Reader's Score: 10

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

       Strengths:

       pages 35-37 talk about some of the evidence based programs/methods that the project will implores. Page 39 also speaks to utilizing evidence based and best practice models addressing special needs populations.

       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:

       As documented in pages 47-50, there is a focus on quality services provided, data collected and analyzed by a team of people. The team seem well qualified based on the descriptions.
       Alignment with the large federal grant is essential and is very well connected.

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:

On pages 54-55. The applicant has experience with SPSS, in-depth analysis, descriptive statistics, comparative statistics as well as experience with educating staff in data collection measures. Also experience with focus groups, stakeholder feedback. It is a very reflective group, which is essential to the success of this project.

Weaknesses:

None

Reader's Score: 15

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

Strengths:

There are many partners at the table and a willingness to expand as needed to meet the needs of the promise neighborhood. The MOU and pages 37-38 state Theory of Action is based upon Harvard Family Research Project s complimentary learning approach that children need multiple opportunities to grow. This complimentary learning approach provides and aligns beneficial opportunities: Effective schools, supportive families and opportunities for family engagement, early childhood programs, out of school time activities, health and social services, and colleges and universities Theory of Change principles include targeting a specific neighborhood, engage the neighborhood to achieve the goals as stated on pages 2-3 of the Fresno Promise Neighborhood MOU. Pages 31-33 show case the chart with the segmentation analysis for this project. Pages 45-46 structure of the program is well described. p. 61 great charts!

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.**

Sub Question

Strengths:

There are at least two other large grants being utilized in the community that will collaborate with this project as indicated on pages 27-29. As stated on pages 49 & 50 there is a plan to develop and implement a fund development plan. In addition on pages 66-67 there is documented experience with integrating funding streams for success.

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:

   p. e17 indicates tge comprehensive local early learning network as a priority and describes adequately throughout the application,

   Weaknesses:

Reader's Score: 2

Competitive Preference Priority - CPP5 Internet Access

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

   Strengths:

   The microfinance plan of small loans to families for internet connectivity is brillant. That is a great example of empowering a community! There is also a letter of support from the internet provider, Comcast.

   Weaknesses:

Reader's Score: 1

Competitive Preference Priority - CPP6 Arts and Humanities

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

Strengths:

Weaknesses:

The applicant did not identify this as a competitive priority for their application.

Reader's Score: 0

Competitive Preference Priorities - CPP7 Affordable Housing

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

   Strengths:

   Weaknesses:

   The applicant did not identify this as a competitive priority for their application.

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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