

Status: Submitted

Last Updated: 09/17/2012 09:28 AM

## Technical Review Coversheet

**Applicant:** Center For Family Services, Inc. (U215P120110)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Selection Criteria 1	15	15
<b>Quality of Project Design</b>		
1. Selection Criteria 2	20	19
<b>Quality of Project Services</b>		
1. Selection Criteria 3	20	20
<b>Quality of the Management Plan</b>		
1. Selection Criteria 4	45	45
<b>Sub Total</b>	100	99
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 4</b>		
1. CPP 4	2	2
<b>Competitive Preference Priority 5</b>		
1. CPP 5	1	1
<b>Competitive Preference Priority 6</b>		
1. CPP 6	1	0
<b>Competitive Preference Priority 7</b>		
1. CPP 7	1	0
<b>Sub Total</b>	5	3
<b>Total</b>	105	102

# Technical Review Form

Panel #16 - PN Panel - 16: 84.215P

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

Applicant: Center For Family Services, Inc. (U215P120110)

## Questions

### Selection Criteria - Need for Project

#### 1. The Secretary considers the need for the proposed project.

In determining the need for the proposed project, the Secretary considers:

Reader's Score: 15

#### Sub Question

##### 1. Magnitude of Problems to be Addressed

**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 application contains data that clearly documents the level of need within the community. In 2010, Camden was the poorest city in the nation per capita. In the Cooper Lanning community, 70.3% of children live in poverty. In the two schools within the target community, 75.9% of elementary school students and 69.1% of high school students are eligible for free and reduced lunch. The applicant provides evidence for the need to increase participation in early learning programs. According to school data, only 59% of third graders attended a preschool program. There is also clear evidence of poor academic achievement in the target schools, 84% of third grade students did not achieve proficiency in language arts on the state standardized test. There is also considerable discussion about the high student mobility rate and the impact that mobility has on graduation rates and academic success. For example, the application cites a study that states that changing schools between 1st and 8th grade increases a child's odds of dropping out by 12th grade, and changing schools even once during high school reduces chances of graduating by more than 50%. The need statement demonstrates severe poverty in the community, failing schools, high incidences of crime, poor community health, a prevalence of domestic violence, teen births, and poor housing. Still, Cooper Lanning is the first community in Camden to have an approved redevelopment plan and Human Capital Plan, both of which provided community needs assessment data that was used to inform this application. (Pages 10 - 16)

#### Weaknesses:

None noted.

Reader's Score: 10

##### 2. Geographic Area Description

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

**Sub Question**

**Strengths:**

The geographic area is clearly described as Cooper Lanning, a combination of two adjacent Camden neighborhoods which share .65 square miles and make up Census Tract 6104. The application includes a map of the neighborhood that clearly outlines neighborhood boundaries and illustrates the location of community resources, such as the Camden Head Start Headquarters. Additionally, Cooper University Hospital and the Cooper Medical School at Rowan University are located within the neighborhood. All of which, suggests the availability of resources and partnerships to help address the identified needs.(Page 10)

**Weaknesses:**

None noted.

**Reader's Score: 5**

**Selection Criteria - Quality of Project Design**

**1. The Secretary considers the quality of the design of the proposed project.**

**In determining the quality of the design of the proposed project, the Secretary considers:**

**Reader's Score: 19**

**Sub Question**

**1. Comprehensive Strategy and Solutions:**

**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 application lists several strategies that are already in place to support school improvement. For example, the applicant will offer a Head Start Summer Program, and hold a monthly reading blitz event to engage volunteers to read to and with students. The immediate focus of the planning process will be the birth to eight component of the pipeline because of the identified need to increase utilization of early learning programs in the community so that children are kindergarten ready and reading at grade level by third grade. These activities will support the Corrective Action Plan of the elementary school, including implementation of the American Reading Company 100 Book Challenge to increase student reading proficiency. The applicant will support implementation of the Turn Around Model at the high school by leveraging an existing partnership with the Mayor's Youth Violence Prevention Board focused on truancy prevention. This partnership will directly support one of the key pillars for school improvement articulated by the New Jersey Department of Education: development of a dropout identification and intervention system (Pages 19, 21, 22)

**Weaknesses:**

None noted.

**Reader's Score: 10**

**2. Implementation Plan:**

**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**

**Sub Question**

**neighborhood to attain an excellent education and successfully transition to college and a career.**

**Strengths:**

The application describes a deliberate model to coordinate service delivery so that students experience a smooth transition from program to program, grade to grade, and school to school. The project manager will develop a flow chart and decision matrix of continuum solutions supported by Efforts to Outcomes or similar software. The system will allow case managers to follow a child's and family's progress and take action at key transitions to refer and enroll participants in new programs at least one month prior to completion of the current program. This is a thoughtful and proactive strategy for managing transitions and ensuring that participants do not experience gaps in service. The applicant has already begun to align partners in the areas of Early Learning, Learning through Grade 12, College and Career Readiness, and Family, Health and Community supports. Through the planning process they will engage partners and residents to determine community priorities, identify real-time trends in the neighborhood, and discuss what really works. This community level data will help shape the continuum solutions by filling in gaps in service and identifying programs that already work well. (Pages 22, 26, 27)

**Weaknesses:**

The application describes domestic violence and crime as significant community needs, but there is no indication of how these issues might be addressed during the planning process. (Pages 14,15)

**Reader's Score: 4**

**3. Identification of Existing Neighborhood Assets:**

**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 application describes a continued commitment of engaged partners to plan a Promise Neighborhood. Over [REDACTED] of in-kind programmatic support is committed to this initiative as documented in the MOU and letters of support. Because, the applicant has already secured significant commitments from partners, they are better positioned to use the planning grant to test the effectiveness of potential solutions, provide real time feedback on strategies, and target the right children and families with the right services. The preparation to engage in a planning grant is commendable and should result in a very effective and efficient planning process that fully leverages the Federal, State, local and private funds available within the community. (Page 31)

**Weaknesses:**

None noted.

**Reader's Score: 5**

**Selection Criteria - Quality of Project Services**

**1. The Secretary considers the quality of the services to be provided by the proposed project.**

**In determining the quality of the project services, the Secretary considers:**

**Reader's Score: 20**

**Sub Question**

**1. Needs Assessment and Segmentation Analysis:**

## Sub Question

**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 application describes a comprehensive community engagement strategy to contribute to the needs assessment process. The applicant will hire a community organizer to achieve the level of resident engagement necessary to bring a Promise Neighborhood to scale. The community organizer will engage residents in meaningful conversations around data collected through the needs assessment to discuss potential solutions. During the planning year, the planning team will also identify additional service providers and programs to fill current gaps in services. The applicant describes an intentional approach at assessing the quality and effectiveness of solutions that are already available to meet the identified community needs, while also identifying gaps in service, using input from community members through a multifaceted community engagement process. The planning team will design and conduct a series of data analysis, using the project indicator and survey data partitioned by subgroups of children, youth, and families of interest, such as racial/ethnic background, English language proficiency, and geography. The segmentation analysis will allow the applicant to establish baseline data and targets for improvement for each of the program indicators and refine the applicant's understanding about the location and nature of needs associated with high and lower need target groups. This information will in turn help to determine the continuum of solutions needed to address the identified needs of subgroup. (Pages 22, 24, 27, 35, 36)

### **Weaknesses:**

None noted.

**Reader's Score: 10**

## **2. Evidence-Based Solutions:**

**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 and partners have broad experience in implementing evidence-based programs. Moreover, the application describes resources that will be used to identify evidence based solutions and how the planning team will use those resources to make decisions about solutions that will have a greater likelihood of achieving strong outcomes. One partner is already providing the Nurse Family Partnership an evidence-based program to address teen pregnancy, one of the stated community problems. Another partner provides the Active Parenting program, recognized in the SAMHSA National Registry of Evidence-based programs and practices. To build upon the existing evidence based solutions already available through partners, the planning team will use the OJJDP's Model Programs Guide, the What Works Clearinghouse for Education, and other resources to identify evidence-based programs. These programs will then be selected for the continuum of solutions based on the needs data, segmentation analysis, and planning process (Pages 37, 38)

### **Weaknesses:**

None noted.

**Reader's Score: 10**

## **Selection Criteria - Quality of the Management Plan**

**The Secretary considers the quality of the management plan for the proposed project.**

**In determining the quality of the management plan for the proposed project, the Secretary considers the**

**experience, lessons learned, and proposal to build capacity of the applicant's management team and project director in all of the following areas**

**Reader's Score: 45**

**Sub Question**

**1. Ability to Work with Neighborhood Residents:**

**Experience, lessons learned, and proposal to build capacity of the applicants 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 application includes a list of lessons learned from past projects that will inform their strategies for working with residents, schools, government leaders and other providers. A few of those lessons are: Ensure cultural competence, Maintain strong communication, Ensure shared accountability, and Celebrate success. These lessons come from 90 years of experience delivering social services in southern New Jersey and an extensive record of accomplishments working with residents and partners. In order to build the capacity of the management team to continue to engage residents and stakeholders, they will hire a community organizer whose primary responsibility will be to involve residents and community members in the planning process. (Pages 24, 28, 29, 38)

**Weaknesses:**

None noted.

**Reader's Score: 10**

**2. Ability to Utilize Data:**

**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 build their capacity to use data for decision making by engaging Metis Associates to conduct an ongoing process evaluation. Metis will review and use real-time data to discern both successful pipeline interventions and impediments to success. At the program level Metis will use evaluation data and needs assessment findings to determine gaps in service delivery. At the service-delivery level the program manager will identify barriers to access and participation and develop strategies to overcome barriers. At the initiative level, the Mayor's Office will identify and overcome policy-related impediments to progress. All of these methods for collecting and analyzing data at all levels of program planning will inform decision making and support continuous quality improvement. The program management team will also review lessons learned from the planning and implementation experiences of the 2010 and 2011 Promise Neighborhood grantees and research best practices on implementing place-based community transformation initiatives. The lessons learned from these sources along with the collective past experiences of MOU partners, should build the applicant's capacity to use data to effectively manage their planning process. (Pages 28, 29, 30)

**Weaknesses:**

None noted.

**Reader's Score: 15**

Sub Question

**3. Ability to Create Partnerships:**

**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 demonstrates experience in creating formal partnerships. Since 2010, MOU partners have begun to assess needs, identify gaps, streamline and integrate services, and share resources. They continue to meet monthly for planning meetings, building an integrated network of 27 providers, identifying new community assets, and implementing pilot projects after not being awarded a Promise Neighborhood planning grant in 2011. The level of ongoing engagement in the planning process is a strong indication of the applicant's ability to successfully sustain formal and informal partnerships. The application contains a detailed MOU that describes how the visions, theories of action, and theories of change for each partner are aligned. For example, one action is to organize and convene an Advisory Board with representatives from the neighborhood. This theory of action is supported by a detailed description in the narrative of how the applicant will engage the community to ensure their input and participation on the Advisory Board. Accountability is also built into the formal partnerships. Each partner has submitted a letter of commitment detailing exactly what they will contribute to the project. For example, the Camden City Board of Education will contribute staff time of an Early Childhood Education senior staff to participate in the Early Learning Network. This commitment supports a focus area of the application. (Pages 1, 83, 85)

**Weaknesses:**

None noted.

**Reader's Score: 10**

**4. Ability to Integrate Funding Streams:**

**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 application contains a table that lists some of the high quality programs and funding streams that will be leveraged to support this program. For example, Urban Promise will provide a 6-week summer program and conduct a 30-week after school program for elementary school students. The applicant has already secured over [REDACTED] in in-kind programmatic support, which is clear evidence of their experience in leveraging high quality programs in the neighborhood. The applicant will also coordinate with the Federally funded School Improvement Grant program currently implemented in the target schools. An additional public funding stream to be leveraged includes the City of Camden [REDACTED] cash commitment to develop Youth Forums to reduce truancy during the planning year. (Pages 31, 85)

**Weaknesses:**

None noted.

**Reader's Score: 10**

**Priority Questions**

**Competitive Preference Priority - Competitive Preference Priority 4**

**1. Comprehensive Local Early Learning Network:**

**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 application describes a thorough strategy for creating a network of high-quality early learning programs and services. The applicant will identify neighborhood and home based care settings, and serve as a community liaison to families to encourage enrollment in high quality programs. The applicant currently works with a group of 40 leaders from private and public early learning providers. The neighborhood subset of providers will establish goals for ensuring all providers offer high quality programs as measured by the New Jersey Quality Rating and Improvement Scale for preschools. Participants in the network will also be engaged in planning, coaching, training, and networking opportunities to improve outcomes in five core domains of birth to five school readiness. The attention to the importance of building a strong and comprehensive local early learning network is evident throughout the entire proposal. The applicant has a clear and logical plan to improve program quality and increase utilization of early learning programs. (Pages 3-4)

**Weaknesses:**

None noted.

**Reader's Score: 2**

**Competitive Preference Priority - Competitive Preference Priority 5**

**1. Quality Internet Connectivity:**

**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 application describes a logical strategy to build upon an existing program available to residents in Camden. Local Internet provider, Comcast offers the Internet Essentials program, which will provide Cooper Lanning students with low-cost Internet access, \$9.95 month, and computers, \$150 a family. The planning team will identify funding sources to help reimburse or subsidize the computer cost per family and seek donations for refurbished computers. To maximize the use of technology, the planning team will conduct an assessment of the students' and families' current use of technology to design a program implementation plan with strategies that can be taken to scale. The assessment will also include determining the infrastructure at local schools, preschools, and community centers. The applicants approach of assessing technology use and infrastructure should provide a good foundation of information from which to build technology solutions that will be used by the community. (Page 7)

**Weaknesses:**

None noted.

**Reader's Score: 1**

**Competitive Preference Priority - Competitive Preference Priority 6**

**1. Arts and Humanities:**

**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:**

None noted.

**Weaknesses:**

None noted.

**Reader's Score: 0**

**Competitive Preference Priority - Competitive Preference Priority 7**

**1. Quality Affordable Housing:**

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

**Strengths:**

None noted.

**Weaknesses:**

None noted.

**Reader's Score: 0**

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**Status:** Submitted

**Last Updated:** 09/17/2012 09:28 AM

Status: Submitted

Last Updated: 09/26/2012 01:40 PM

## Technical Review Coversheet

**Applicant:** Center For Family Services, Inc. (U215P120110)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Selection Criteria 1	15	15
<b>Quality of Project Design</b>		
1. Selection Criteria 2	20	20
<b>Quality of Project Services</b>		
1. Selection Criteria 3	20	20
<b>Quality of the Management Plan</b>		
1. Selection Criteria 4	45	45
<b>Sub Total</b>	100	100
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 4</b>		
1. CPP 4	2	2
<b>Competitive Preference Priority 5</b>		
1. CPP 5	1	1
<b>Competitive Preference Priority 6</b>		
1. CPP 6	1	0
<b>Competitive Preference Priority 7</b>		
1. CPP 7	1	0
<b>Sub Total</b>	5	3
<b>Total</b>	105	103

# Technical Review Form

Panel #16 - PN Panel - 16: 84.215P

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

Applicant: Center For Family Services, Inc. (U215P120110)

## Questions

### Selection Criteria - Need for Project

1. The Secretary considers the need for the proposed project.

In determining the need for the proposed project, the Secretary considers:

Reader's Score: 15

#### Sub Question

1. Magnitude of Problems to be Addressed

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:

Data presented by the applicant supports a thorough explanation of the scope and depth of need in the proposed community. Academic needs are clearly demonstrated at all K-12 levels by multiple indicators including academic achievement, attendance rate, graduation rate and mobility rate. (Pgs. 12-13) Neighborhood needs are clearly addressed and demonstrated by recent data.

#### Weaknesses:

None

Reader's Score: 10

2. Geographic Area Description

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

#### Strengths:

The area targeted by the applicant is clearly defined with census tract location and proposed area map.

#### Weaknesses:

None

Reader's Score: 5

### Selection Criteria - Quality of Project Design

The Secretary considers the quality of the design of the proposed project.

In determining the quality of the design of the proposed project, the Secretary considers:

Reader's Score: 20

Sub Question

**1. Comprehensive Strategy and Solutions:**

**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 addresses research-base strategies (Pgs. 19-20) targeting academic achievement for all students from Head Start (Pre-K) to LSFS (K-8) to Camden HS (9-12). The pipeline of services builds on current models being funded and implemented by outside Federal, State agencies, focusing on NJ DOE 4 key pillars (pgs. 21-22).

**Weaknesses:**

None

Reader's Score: 10

**2. Implementation Plan:**

**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 effectively demonstrates the process to ensure community and parent engagement by involving all shareholders from different organizations within the community to create a continuum of supports and solutions on pages 22-24. The applicant will create a Community Engagement Committee, facilitated by a Community Organizer, to design and implement strategies based on data. A thorough understanding of incorporating a Theory of Change with tools (ETO software), along with lessons learned to address solutions will be implemented as presented by applicant.

**Weaknesses:**

None

Reader's Score: 5

**3. Identification of Existing Neighborhood Assets:**

**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 clearly demonstrates the leveraging of multiple, current efforts being funded by private and public institutions, as demonstrated on pages 30-31, attached MOU, and support letters written by designated partners.

**Sub Question**

**Weaknesses:**

None

**Reader's Score: 5**

**Selection Criteria - Quality of Project Services**

**1. The Secretary considers the quality of the services to be provided by the proposed project.**

**In determining the quality of the project services, the Secretary considers:**

**Reader's Score: 20**

**Sub Question**

**1. Needs Assessment and Segmentation Analysis:**

**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 demonstrates various Education and Family and Community Support indicators with multiple sources of quantitative and qualitative data. Use of highly experienced assessors will facilitate the segmentation analysis to determine possible solutions. On page 37, existing examples of the continuum of solutions are provided.

**Weaknesses:**

None

**Reader's Score: 10**

**2. Evidence-Based Solutions:**

**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 provides a clearly developed approach to ensure that solutions are based on the best available evidence. University experts will be involved to assess solutions to ensure positive academic change. The applicant connects with additional resources to ensure best possible researched-based solutions are implemented to address identified problems (page 38).

**Weaknesses:**

None

**Reader's Score: 10**

**Selection Criteria - Quality of the Management Plan**

**1. The Secretary considers the quality of the management plan for the proposed project.**

In determining the quality of the management plan for the proposed project, the Secretary considers the experience, lessons learned, and proposal to build capacity of the applicant's management team and project director in all of the following areas

Reader's Score: 45

**Sub Question**

**1. Ability to Work with Neighborhood Residents:**

**Experience, lessons learned, and proposal to build capacity of the applicants 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 provides a comprehensive overview of its capacity to work within the targeted community. Descriptions of the applicant s 90-year history supporting the community and working with partners demonstrates the ability to coordinate efforts to implement the best solutions to address identified problems.

**Weaknesses:**

None

Reader's Score: 10

**2. Ability to Utilize Data:**

**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 clearly identifies and describes duties of management team, project director, community organizer, data manager and other team members to support efforts by using data and analysis to drive results. (Pgs. 39-41) Additional tools, data, and accountability measures to support efforts are provided on pages 48-52.

**Weaknesses:**

None

Reader's Score: 15

**3. Ability to Create Partnerships:**

**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.**

**Sub Question**

**Strengths:**

The Governance Structure, which includes the Advisory Board, is clearly presented, and the roles of the Data Committee, and Community Engagement Committee are clearly addressed throughout the proposal. Use of a comprehensive evaluation process will be implemented by Metis Associates, which will include standardized formative assessment tools used to measure student academic abilities (DIBELS, CLASS). Accountability measures are provided by attached

**Weaknesses:**

None

**Reader's Score: 10**

**4. Ability to Integrate Funding Streams:**

**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 provides strong examples of funding streams from partners supporting the development of the continuum of solutions (pgs. 53-53 and attached letters).

**Weaknesses:**

None

**Reader's Score: 10**

**Priority Questions**

**Competitive Preference Priority - Competitive Preference Priority 4**

**1. Comprehensive Local Early Learning Network:**

**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:**

Extensive experience and expertise by applicant demonstrates capability to implement proposed detailed plan.

**Weaknesses:**

None

**Reader's Score: 2**

**Competitive Preference Priority - Competitive Preference Priority 5**

**1. Quality Internet Connectivity:**

**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:**

Applicant has partnered with Comcast to assist with Quality Internet Connectivity initiative to provide solutions.

**Weaknesses:**

None

**Reader's Score: 1**

**Competitive Preference Priority - Competitive Preference Priority 6**

**1. Arts and Humanities:**

**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:**

None

**Weaknesses:**

None

**Reader's Score: 0**

**Competitive Preference Priority - Competitive Preference Priority 7**

**1. Quality Affordable Housing:**

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

**Strengths:**

None

**Weaknesses:**

None

**Reader's Score: 0**

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**Status:** Submitted

**Last Updated:** 09/26/2012 01:40 PM



Status: Submitted

Last Updated: 09/18/2012 09:44 AM

## Technical Review Coversheet

**Applicant:** Center For Family Services, Inc. (U215P120110)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Selection Criteria 1	15	15
<b>Quality of Project Design</b>		
1. Selection Criteria 2	20	20
<b>Quality of Project Services</b>		
1. Selection Criteria 3	20	20
<b>Quality of the Management Plan</b>		
1. Selection Criteria 4	45	45
<b>Sub Total</b>	100	100
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 4</b>		
1. CPP 4	2	2
<b>Competitive Preference Priority 5</b>		
1. CPP 5	1	0
<b>Competitive Preference Priority 6</b>		
1. CPP 6	1	
<b>Competitive Preference Priority 7</b>		
1. CPP 7	1	
<b>Sub Total</b>	5	2
<b>Total</b>	105	102

# Technical Review Form

Panel #16 - PN Panel - 16: 84.215P

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

Applicant: Center For Family Services, Inc. (U215P120110)

## Questions

### Selection Criteria - Need for Project

#### 1. The Secretary considers the need for the proposed project.

In determining the need for the proposed project, the Secretary considers:

Reader's Score: 15

#### Sub Question

##### 1. Magnitude of Problems to be Addressed

**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:

Strengths The applicant has demonstrated a strong need for the project. Among the problems cited are: schools rated as failing and among the worst in the state (12). Only 16% of 3rd graders and only 17% of 6th graders are proficient in language arts. The mobility rate at Camden High School is 66%. Additionally, 52% of 11th graders are proficient in language arts and only 18% in mathematics (13). The county has the highest juvenile arrest rate at 15%, the third highest violent arrest rate at 9%, and the fifth highest juvenile drug arrest rate at 8% (15).

#### Weaknesses:

Weaknesses No weaknesses are noted.

Reader's Score: 10

##### 2. Geographic Area Description

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

#### Strengths:

Strengths The applicant does a good job describing the area. The Cooper Lanning neighborhood is located in Camden, NJ, which is the poorest city in the nation per capita (10). It has a population over 77,000 residents. 43.6% of residents live below the poverty level, 70.3% of children live in poverty (11). Approximately, a quarter of residents are on public assistance (11). 70-75% of students receive free/reduced lunch (11).

#### Weaknesses:

Weaknesses No weaknesses are noted.

Sub Question

Reader's Score: 5

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project.

In determining the quality of the design of the proposed project, the Secretary considers:

Reader's Score: 20

Sub Question

1. Comprehensive Strategy and Solutions:

**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:**

Strengths The applicant intends to target Head Start, the K-8 Lanning Square Family School, and Camden High School (18). Also it will include City Invincible Charter and Urban Promise schools. Working with community partners, such Rowan University, the applicant will design and deliver professional development and a variety of extended-learning and literacy opportunities (20-21). To further strengthen the model, the high school is required to utilize the Turnaround Model for school improvement, which includes implementation of the Common Core, development of formative assessments, implementation of performance evaluation system, and dropout identification and intervention system (21).

**Weaknesses:**

Weaknesses - No weaknesses are noted.

Reader's Score: 10

2. Implementation Plan:

**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:**

Strengths The applicant intends to engage the community to develop a continuum of solutions (22). The process will include determining community priorities, identifying real-time trends, discussing services that work, and strategizing how families may better access services. Neighborhood associations are represented on the planning team (23). Parents will be engaged through Head Start s Policy Council and Parent Teacher Organizations at each school. The applicant will hire a community organizer to expand efforts of community outreach (24). Finally, Harlem Children s Zone Practitioner Institute will provide a model to design Baby College Model.

**Weaknesses:**

Weaknesses No weaknesses are noted.

Reader's Score: 5

Sub Question

**3. Identification of Existing Neighborhood Assets:**

**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:**

Strengths The applicant has obtained commitments from several neighborhood assets, including Weisman Children s Rehabilitation Hospital, Urban Promise, Susquehanna Bank, Southern New Jersey Perinatal Cooperative and South Jersey Eye Center (30-31). In-kind support exceeds [REDACTED].

**Weaknesses:**

Weaknesses No weaknesses are noted.

**Reader's Score: 5**

**Selection Criteria - Quality of Project Services**

**1. The Secretary considers the quality of the services to be provided by the proposed project.**

**In determining the quality of the project services, the Secretary considers:**

**Reader's Score: 20**

Sub Question

**1. Needs Assessment and Segmentation Analysis:**

**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:**

Strengths The applicant will utilize a mixed-methods approach that includes quantitative study, qualitative assessment, and community asset study (32-35). The applicant has provided clear project indicators, such as education, family and community support, and locally developed support indicators (33-34). A cluster analysis will segment the target population to identify families with the greatest need (36).

**Weaknesses:**

Weaknesses - No weaknesses are noted.

**Reader's Score: 10**

**2. Evidence-Based Solutions:**

**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:**

Strengths The applicant cites that solutions will be selected by partners based on strong to moderate evidence and directly linked to educational and family/community indicators (37). This approach will ensure evidence-based solutions are implemented. The partners have experience implementing

**Sub Question**

evidence-based programs (37-38).

**Weaknesses:**

Weaknesses No weaknesses are noted.

**Reader's Score: 10**

**Selection Criteria - Quality of the Management Plan**

**1. The Secretary considers the quality of the management plan for the proposed project.**

**In determining the quality of the management plan for the proposed project, the Secretary considers the experience, lessons learned, and proposal to build capacity of the applicant's management team and project director in all of the following areas**

**Reader's Score: 45**

**Sub Question**

**1. Ability to Work with Neighborhood Residents:**

**Experience, lessons learned, and proposal to build capacity of the applicants 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:**

Strengths The lead applicant, Center for Family Services, has a 90-year history of delivering services in the neighborhood (38). They have operated over 55 evidence-based prevention and counseling services, emergency shelters and educational and school-based programs (39). The Community Organizer will work with the Community Engagement Community to design and implement strategies to engage the community. In addition, a Volunteer and Community Partnerships Coordinator and Family Partner will be utilized to support and recruit community partners (40-41).

**Weaknesses:**

Weaknesses No weaknesses are noted.

**Reader's Score: 10**

**2. Ability to Utilize Data:**

**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:**

Strengths The applicant has experience collecting and utilizing data (49). They will develop and implement a longitudinal database system to track data, integrating participant-level data from multiple sources. In addition, they intend to convene a Data Committee from various partners to serve as the initiative's data governance body. The proposal includes a software provider in Social Solutions to use their Efforts to Outcomes package (50). Finally, they will develop a plan to link to the LEA, state and other data sets (51).

**Sub Question**

**Weaknesses:**

Weaknesses No weaknesses are noted.

**Reader's Score: 15**

**3. Ability to Create Partnerships:**

**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:**

Strengths The applicant has developed formal relationships with public education providers, resident groups, higher education providers, family and social support, and conveners (52). These partnerships will support the work of the project as roles and responsibilities are clear defined in a Memorandum of Understanding.

**Weaknesses:**

Weaknesses No weaknesses are noted.

**Reader's Score: 10**

**4. Ability to Integrate Funding Streams:**

**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:**

Strengths The applicant has currently identified [REDACTED] in funding. In addition, partners have committed in-kind match of [REDACTED]. These resources will provide needed support to meet the project's objectives.

**Weaknesses:**

Weaknesses No weaknesses are noted.

**Reader's Score: 10**

**Priority Questions**

**Competitive Preference Priority - Competitive Preference Priority 4**

**1. Comprehensive Local Early Learning Network:**

**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:**

Strengths: The applicant has proposed a plan to expand and enhance an existing network of early learning programs.

**Weaknesses:**

Weaknesses: No weaknesses are noted.

**Reader's Score: 2**

**Competitive Preference Priority - Competitive Preference Priority 5**

**1. Quality Internet Connectivity:**

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:**

Strengths: No strengths are noted.

**Weaknesses:**

Weaknesses: No detail has been provided on how the applicant intends to provide broadband internet access to all students in the area.

**Reader's Score: 0**

**Competitive Preference Priority - Competitive Preference Priority 6**

**1. Arts and Humanities:**

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

**Strengths:**

**Weaknesses:**

**Reader's Score:**

**Competitive Preference Priority - Competitive Preference Priority 7**

**1. Quality Affordable Housing:**

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:**

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