

Status: Submitted

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Technical Review Coversheet

Applicant: Cypress Hills Local Development Corporation (U215P120094)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Selection Criteria 1	15	15
Quality of Project Design		
1. Selection Criteria 2	20	20
Quality of Project Services		
1. Selection Criteria 3	20	20
Quality of the Management Plan		
1. Selection Criteria 4	45	44
Sub Total	100	99
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 4		
1. CPP 4	2	2
Competitive Preference Priority 5		
1. CPP 5	1	0
Competitive Preference Priority 6		
1. CPP 6	1	1
Competitive Preference Priority 7		
1. CPP 7	1	0
Sub Total	5	3
Total	105	102

Technical Review Form

Panel #14 - PN Panel - 14: 84.215P

Reader #1: *****

Applicant: Cypress Hills Local Development Corporation (U215P120094)

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:

Cypress Hills Local Development Corporation presents a thorough description and severity of the problems in the proposed PN area. Problems align with the education indicator and include academically low performing schools, low English language proficiency of residents, low graduation rate, limited early childhood education, low number of college graduates, and high number of children receiving special education services. The applicant presents evidence of segmentation of the population for need assessment of problems in terms of ethnicity, American citizenship, and lack of proficiency in English/language arts. (pp. e19-e20)

The applicant presents problems aligning with family and community distress indicators including isolation of the neighborhood; high rate of foreclosures; lack of adequate and safe housing; high poverty; high level of residents' health concerns of obesity, diabetes, and asthma; and high number of residents with low paying jobs. (pp. e19-e21) Neighborhood statistics are listed and compared to larger city statistics. One example is the lack of employment and education services for young adults. The applicant cites strong statistics such as "in 2010, 23.6 percent of people ages 16-25 in CD 5 were not working or in school, compared to 8.8% citywide." (p. e21) Lack of safety and high incidence of crime are concerns of the residents in the CHPN area which is located in Brooklyn's Community District 5. Specific statistics outline the problem e.g. 10.1 violent crimes per 1,000 residents in this 75th Precinct as compared to 4.6 citywide. (p. e22)

Weaknesses:

No weaknesses are noted.

Reader's Score: 10

2. Geographic Area Description

Sub Question

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

Strengths:

The applicant presents a thorough geographic description of the PN area. The area is described in terms of location in Brooklyn by Census tracts, street boundaries, square mileage, degree of isolation from other neighborhoods, resident population, and location in the state of New York. (pp. e19, e22-e23) Franklin K. Lane Campus, School P.S. 89 and target school J.H.S. 302 are located on a map to give geographic clarity to the PN area. (p. e108)

Weaknesses:

No weaknesses are noted.

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 properly identifies the targeted school, JHS 302, to be located in the PN area and to be a low performing school which serves children in grades six through eight. A partnership will also specifically include PS 89 which serves grades K-8. (p. e23) Plans are in place to also offer services to children living in the PN area but not attending this school. Also involved in the planning processes and activities will be children and youth from PS 108, PS290, PS 345, four high schools, Academy of Innovative Technology, Brooklyn Lab School, Cypress Hills Collegiate Prep, and Multicultural High School. (p. e19) A continuum of solutions for the Promise Neighborhood planning project are adequately described and aligned with the rigorous and comprehensive school improvement strategies for JHS 302. Rigorous reforms include engaging three Assistant Principals as instructional leaders, increasing professional development in the literacy and math areas, utilizing AUSSIE consultants for professional development guidance, aligning to Common Core Learning Standards, support from Children First Network 211, professional development in math, ELL teaching, teacher effectiveness, and instruction for children with disabilities. (pp. e24-e25) Reforms are based on strong programs, research, and best practices such as Danielson's Framework for Teaching, College Board resources, INTASC standards, New York standards, and Springboard. (p. e25) Other strong strategies to be implemented in the school and supported by the PN project include theme-based learning communities, iZone schools (online resources, differentiated instruction, competency-based assessments), implementation of Mobile Response Team (counseling and support for students and families), supplemental teaching for struggling students (on off-school days), mentoring and academic support for sixth graders, use of Reading Tracker, implementation of ExpandedED Schools Initiative, and innovative math portfolio assessments. (pp. e26- e28) The vision of the applicant is to continue to provide innovative programs to help young people develop "social, emotional, creative, and academic skills and stay on the path to college." This vision aligns with the school improvement process at the target school. (p. e23)

Sub Question

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:

The applicant provides sufficient evidence of a proposal to plan for solutions for all educational and most family and community supports indicators for children birth through college/career. Very detailed summaries of solutions are given such as creating healthier children and youth with programs of growing fruits and vegetables at PS 89, providing nutrition workshop to 100 after school participants, implementing a summer camp and after school programs for garden nutrition and food justice, sports and fitness activities after school for youth and community residents, Youth Fresh Food Market, Healthy Schools Brooklyn Program, Cypress Hills/East New York Active Transportation/Bike Day, NYC's Shop Healthy Program, and Pioneering Healthy Communities Initiative. (p. e35)

A complete proposal to plan is presented with features of a thorough needs assessment. Working Groups will be established for School Readiness, K-12 Education and College Access, Health, Community Life and Safety, and Sustainability. (p. e30) Each Work Group will have a Team Leader who will serve on the PN Steering Committee. (p. e30) Other key strong components of the complete continuum include planning for children and youth not attending the target schools but who live in the neighborhood and establishing a community of practice or learning with current PN grantees in Brooklyn, CAMBA and Lutheran Family Health Centers. (p. e31) A thorough timeline for the planning process is presented. (p. e32)

Weaknesses:

No weaknesses are noted.

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 fully describes solutions which are coordinated with existing neighborhood assets and supported by Federal, New York State, Brooklyn, and private funding. Multiple solutions address the indicators for improvement. Very specific programs are outlined, and supporting governmental agencies, businesses, and organizations are listed. One good example is the support for students becoming more proficient in core academic subjects as supported through the education at the individual schools, academic assistance in after-school programs provided by Cypress Hills Local Development Corporation, SAT prep classes by CHLDC, and Expanded school model for extended learning opportunities sponsored by The After School Corporation and CHLDC. (p. e33)

One example of a supportive HUD funded program is the Sustainable Communities Regional Planning Program which assists in planning for more affordable housing, transportation, and economical competitiveness. (p. e39) New York State funds are supporting programs such as a neighborhood health and wellness initiative through a Brownfield Opportunity Areas grant and the funds from the City University of New York's New York City Early Childhood Professional Development Institute. (pp. e33, e39) Local funding is evident in such programs as the maternal and infancy health outreach program

Sub Question

sponsored by the Brooklyn District Public Health Office and the youth and arts programming sponsored by Arts East New York. (pp. e36, e39) Private funding is listed also as an asset in building programs, and private funders and collaborators have included Bogopa, a grocery store company, and the private school, St. Peter's Pre-School. (pp. e33, e39)

Weaknesses:

No weaknesses 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:

The applicant gives elements for a thorough needs assessment to be used in the planning process to determine solutions. The needs assessment and segmentation analysis will be conducted with leadership from the Brooklyn Community Foundation's funding of the Center for the Study of Brooklyn which has successful community collaboration and assessment experience in two current PN initiatives. (pp . e29-e30) An asset map will be created for required education, family support, and community support indicators and other indicators. (pp. e41-e42) Methods of obtaining the data are adequately presented such as utilizing existing data from the schools, data from the 2011 Verde community survey, local public forum information, additional community surveys, and 200 individual surveys administered by trained volunteers. (pp. e41-e43) Segmentation analyses will be conducted for numerous sub-populations such as immigrants, children with disabilities, and families with involvement in the criminal justice system. (p. e43) The applicant states that specific high-need children and youth will be identified by the needs assessments and segmentation analyses. (p. e43)

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.

Sub Question

Strengths:

The applicant provides some evidence that the planning for solutions will be based on Work Groups identifying literature reviews and interviewing additional project partners to learn of the best practices and models for each intervention as they seek successful strategies utilized in similar communities. (p. e43) Some details are given for research findings to support solutions. One example is that Head Start Programs and research showing "lasting positive effects on participants' education, economic security, health, and experience with the criminal justice system." (p. e44) The applicant states the following programs are research based: COACH Internship Program and the Youth LEAD, a GED and employment service for young adults. (pp. e44-e45)

Weaknesses:

No weaknesses are 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: 44

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:

Key personnel are identified with appropriate roles and responsibilities. Clear personnel titles and brief duties are given for the Executive Director (Neugebauer); Promise Neighborhood Planning Director (to be hired); Community Outreach Coordinator; Project Assistant; and Research Team Director. (pp. e58-e60) The applicant's staff will also assist in the planning process with "almost all their salaries supported by matching funds." Those positions are Business Manager, current Cypress Hills Verde Director, Director of Youth and Family Services, Student Success Center Director, and Family Day Care Network Coordinator. (pp. e60-e62) The Project Director has vast experience in administering community programs and managing Federal grants. A system for governance is explained with an alignment of the PN Board of Directors, a Steering Committee, the PN Project Director, and Working Groups. The applicant affirms that a majority of the Board of Directors "work or live" in the Cypress Hills Community. (pp. e58-e59) Partners are representative of various facets of the community and include JHS 302 school, Brooklyn Lab School, New York City College of Technology, and the New York City Department of Probation. (p. e55)

The applicant adequately describes experience of the management team and project director working with area residents and local schools in such programs as tenant association advocacy for neighborhood improvement, the People's Food Project to improve access to health food, college access programs, and the Beacon After-School Program. (pp. e46-e47) Experiences have occurred in collaborating with local, state, and Federal governmental leaders when the applicant hosted a Town Hall meeting for establishing

Sub Question

priorities for the city, state and Federal budget process. (p. e48) The applicant is an active member of professional networks, e.g. National Council of La Raza, the Neighborhood Family Services Coalition, and the NYC Employment and Training Coalition. (p. e48)

Lessons have been learned in the applicant's 29 years of community experience. Some of the lessons have been the importance of involving local residents in the design and delivery of their programs and leveraging providers' strengths and resources to jointly gain additional resources for the residents. (p. e49) The management team plans to build capacity in analyzing a broader "array of data" in the new needs assessment and engage both new and existing partners. (p. e49)

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:

The applicant gives experiences, lessons learned, and a proposal to build capacity by the management team and director as they have led data collection, analyses, and decision-making. The applicant has used a data system to track for results since 2010 and uses this system, Efforts to Outcomes designed by Social Solutions, to track data for its college access counseling and employment programs. They also have experience in conducting segmentation analyses and tracking longitudinal data. As a capacity building plan, the applicant will use this Social Solutions system in the PN data collection and analyses. Lessons have been learned that this system has the capacity to upload data from the New York Department of Education, New York City Department of Education, and other necessary data bases. Thirty-eight PN grantees use this same system. (p. e49) Experiences in working with a dual language community in education has brought the management team to also provide data reports in Spanish and English in newsletters, Facebook, and Twitter, as the team moves forward with the PN planning project. Furthermore, the project director and management team have learned to have awareness and sensitivity to other cultures in employment and levels of task completion. (pp. e50-e52) Data will be collected in rapid time and shared will all relevant stakeholders. The applicant adequately discusses how decisions for program improvements will be made following data analyses. (p. e51)

Weaknesses:

The applicant does not give details to guide the protection of privacy of data in collection, analyses, and reporting as required by local, state, and Federal laws and HIPAA requirements. (pp. e49-e50)

Reader's Score: 14

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 explains the experiences of the management team and director with experiences including partnerships with the schools in planning and opening two community public schools, PS 89 (K-8 school opened in 1997) and CHCP (high school opened in 2006). They have also formed partnerships with

Sub Question

community-based organizations and other entities to implement programs for young adults to have employment and access college. Those formal partnerships are with the Youth Development Institute, City Tech, Kingsborough Community College, and College Access Research and Action. (p. e53) Lessons have been learned with their partnerships such as creating "clear and consistent mechanism for communication," systems for accountability, and always designating a person to lead the project who is tracking the process for completion and adherence to program guidelines. (p. 54) Details are evident for the team and director to build capacity as they manage the entire Planning Team in this project and involve and guide in discussion the wide array of stakeholders for the project. (p. e55) Explanation if fully given of the management team and director to work with a national evaluator in the sharing of relevant data, results, and overall project evaluation. (p. e64)

A MOU is provided with all partners' executive directors affixing signatures of support and commitment to the project. (pp. e108-e147) Visions, theories of change, and theories of action are aligned for the applicant and some of the partners. (pp. e108-e147) Examples of partners who provide evidence of such an alignment include Arts East New York, Cypress Hills Community School 89, Cypress Hills Advocates for Education, and the Cypress Hills Child Care Corporation. (pp. e113, e119, e120-e121, e124-e127)

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:

The applicant's management team and project director have experience in managing for seventy Federal, state, local, and private funding sources and has experience in overseeing large budgets as they currently manage a budget of [REDACTED]. (p. e62) The integration of funding streams is well-defined and includes funds from the U.S. Department of Education's Talent Search grant, LEA's Title I, and the HUD grant for housing counseling services. (pp. e62-e63) Lessons learned are sufficiently explained such as the becoming knowledgeable of new potential funding sources which only align with the applicant's vision and having a written procedures manual to foster greater accountability. (p. e63) The management team plans to further build capacity by implementing the Sustainability Working Group which will be seek new funds and grants to support the continuum of solutions. (p. e64)

Adequate matching in-kind and monetary donations are evident for the planning grant proposal. (p. e151) Cash matching donations are detailed and include cash donated to the Cypress Hills Local Development Corporation (applicant) from the Mary J. Hutchins Foundation, the Bank of New York-Mellon, unrestricted private individuals, and fees earned from the management and development of affordable housing in the neighborhood. (p. e102) The applicant properly identifies the in-kind salary donations and expected PN Grant funded salaries in terms of percentage of time/salary for each position such as CHLDC Executive Director's in-kind contribution of work is [REDACTED] percent of annual salary of [REDACTED] for the in-kind match of [REDACTED]. (p. e149) Strong components outlined in the budget and budget narrative include travel costs, local audits, translation services for PN participants, specific fringe benefit costs, and resident stipends for focus group leadership. (pp. e150-e152, e156)

Weaknesses:

No weaknesses are noted.

Sub Question

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 applicant provides a thorough description for the establishment, expansion, and enhancement of its Local Early Learning Network which already consists of three child care centers, two Head Start programs, four private pre-schools, three public pre-schools, and 45 family day care homes. (p. e65) An assessment of needs established the need to have all providers of early children (medical, literacy, academic, care giving) to collaborate and improve the overall quality of services. (p. e65) The planning process will be overseen by professionals with experience in early childhood care and education such as the Cypress Hills Early Learning Network, New York's Early Childhood Professional Development Institute, CHCCC Family Day Care Network Coordinator, and the CHPN Community Outreach Coordinator. The Director, Benzo, for this expansion is highly qualified with a Master's Degree in Educational Change and Early Childhood Education and experience with Head Start, child care centers, and NAEYV accreditation processes. (pp. e66-e67) Plans include quality components of collaboration meetings among providers (8-10 evening planning meetings over the year); collaboration among participants from formal and informal providers, library, medical clinics, and the LEA; evidence/research based-programming; QualitystarsNY licensure planning; City's Early Learn initiative; New York Standards and Early Learning Framework; Early Learning Network Steering Committee and governance structure; professional development; development of shared curricula; needs of ELL students and children with disabilities; and assessment. (pp. e65-e69)

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:

Not Scored

Weaknesses:

Not Scored

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:

The applicant adequately describes steps to be taken to identify the needs and plan additional programming for more arts and humanities opportunities for the children, youth and community. Surveys will be taken to determine the current level of participation in the arts and types of activities desired. An asset map will be produced to identify "cultural resources in the community." Additional programs will be added to the existing ones which include theater, chorus, visual arts, dance, stepping, creative writing for fiction and theater, photography, and band. (p. e69) Strong community collaborations will continue with the Brooklyn Conservatory of Music, the Arts East New York, and Arts to Grow. Arts and humanities will be planned for during-school and after-school hours. (pp. e69-e70)

Weaknesses:

No weaknesses are noted.

Reader's Score: 1

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:

Not Scored

Weaknesses:

Not Scored

Reader's Score: 0

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Status: Submitted

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Technical Review Coversheet

Applicant: Cypress Hills Local Development Corporation (U215P120094)

Reader #2: *****

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

Technical Review Form

Panel #14 - PN Panel - 14: 84.215P

Reader #2: *****

Applicant: Cypress Hills Local Development Corporation (U215P120094)

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 applicant described the severity of academic needs for early childhood education, graduation rates, college attendance, and NCLB status (restructuring) (pp. 1-2).

The applicant described the severity of need based on poverty, unemployment, and foreclosures in the community (pp. 3-4).

The applicant described the severity of crime and lack of safety, citing statistics for violent crime, felonies, gangs, arrests for drugs and domestic violence, and prison population (p. 4).

The applicant cited sources that are current, such as crime data from 2007-2010, education data from 2011, and community demographics from 2010 (pp. 2-4).

Weaknesses:

none

Reader's Score: 10

2. Geographic Area Description

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

Strengths:

The applicant clearly described the neighborhood in New York that will be served, both its location and descriptions of its crime, education, and employment (pp. 2-5).

The applicant provided a map of the area (p. e105).

Sub Question

Weaknesses:

none

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:

The applicant plans to use the Promise Neighborhood planning process as it works with its partner schools (p. 5).

The applicant described education reforms that have recently been implemented (pp.6-7).

The solutions described by the applicant provide a comprehensive approach to education (pp. 5-10).

The applicant included a component to provide social and emotional supports (pp. 8-9).

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 plans to have regular planning meetings with five groups aligned with the continuum of solutions (p. 12). This will help them ensure that all areas are addressed and will provide important perspectives.

The applicant plans to work with other grantees with common needs (p. 13).

The applicant included a timeline for the planning process (p. 14).

Weaknesses:

none

Sub Question

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 provided clear information about planned solutions, partner providing service, and activities leading to proposed outcomes (pp. 14-19).

The applicant provided a description of how efforts across partners will be coordinated (pp. 19-23).

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: 19

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 has identified some needs within the community, including a consistent ELA curriculum and professional development for ELL and bilingual teachers (p. 6).

The applicant plans to gather data relating to assets while it completes its needs assessment and segmentation analysis (p. 23).

Data will be collected from a variety of sources and will consider needs and assets in education, technology, and health (pp. 23-25).

The applicant will gather input directly from the residents through a survey and a forum (pp. 24-25).

Weaknesses:

The applicant expects a large number of local residents to attend a planning team meeting but did not provide information about why this is the expectation or what will be done to ensure high attendance (p. 25).

Reader's Score: 9

2. Evidence-Based Solutions:

Sub Question

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 identified some programs it expects to incorporate that are evidence-based (p.26-27).
The applicant expects Working Groups to identify evidence-based solutions as they plan. Because they will focus on one area of the project, they are likely to be more knowledgeable about the best evidence-based projects for the needs they identify (p. 25).
Working Groups will use a variety of sources to determine evidence-based solutions, including literature reviews and discussions with partners.)p. 25).
The applicant plans to identify programs that were evidence-based in similar communities (p. 25).

Weaknesses:

none

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 applicant described its experience, current activities, and collaborations within the community (pp. 27-31).
The applicant has local experience with the population to be served (p. 28).
The applicant has been a community partner with a community school since 1997 (p. 29).
The applicant hosts an annual Town Hall meeting for community members to interact directly with those they have elected (p. 30).
The applicant stated it will have increased capacity to engage with new and existing partners (p. 31).

Weaknesses:

none

Reader's Score: 10

Sub Question

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 described a database currently in use to track college access counseling and employment programs and plans to use it to also track data from the NYSED (p. 31).

The applicant will work with a research partner experienced with Promise Neighborhood grantees (p. 32).

The applicant described its experience using the database it plans to use for this project (pp. 31-34).

The applicant described the roles of BCF and the Project Director in collecting, analyzing, and using the data (pp. 32-33).

The applicant's plan incorporates a plan to use data for continuous improvement and accountability (pp. 32-34).

The applicant plans to use a partner to help it build capacity (p. 34).

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.

Strengths:

The applicant provided a comprehensive description of its experience in creating formal and informal partnerships (pp. 35-44).

The applicant described its lessons learned through previous and current partnerships, such as creating clear roles, responsibilities, and expectations (p. 36).

Based on its theory of action and change, the applicant identified intermediate outcomes and their expected long term results (pp. 38-39).

The applicant plans to hold members accountable through signing workplans and monthly meetings (p. 44).

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 provided evidence of previous experience in integrating funding streams as it leverages and integrates programs, such as USED's Talent Search and NYSED's 21st CCLC (pp.44-45).

The applicant described its lessons learned in identifying funding opportunities and seeking support

Sub Question

from all funders (p. 45).

The applicant fully described how it plans to increase the capacity of its Sustainability Working Group (p. 46).

The applicant is providing a cash match through outside funding sources, including foundations, donations, and its fees (p. 44).

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:

The applicant described a variety of existing early learning organizations that will work together to expand the network of early learning programs (pp. 46-51).

The applicant has identified qualified personnel to oversee this program (pp. 48-49).

The applicant has clear goals for planning to ensure that services are high- quality and comprehensive (pp.49-51).

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:

Weaknesses:

Reader's Score:

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:

The applicant plans to address arts and humanities, because it has identified a need in this area (p. 51-52).
The applicant plans to incorporate all of the arts (pp. 51-52)

Weaknesses:

none

Reader's Score: 1

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:

Status: Submitted
Last Updated: 09/18/2012 08:41 AM

Status: Submitted

Last Updated: 09/21/2012 09:30 AM

Technical Review Coversheet

Applicant: Cypress Hills Local Development Corporation (U215P120094)

Reader #3: *****

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

Technical Review Form

Panel #14 - PN Panel - 14: 84.215P

Reader #3: *****

Applicant: Cypress Hills Local Development Corporation (U215P120094)

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 from American Community Survey provides segmentation analysis by identifying the total population of the area including % under 18, race, citizenship status and % of English language learners (page e19, e20). Dept of Health provided information indicating the availability of child care for children from infants to age 4 (page e20). Statistics from the New York Dept of Education indicates graduation rate in the program area is significantly lower than state averages (page e20). Comparison is provided for college graduates in the service area with New York City (page e20). Low performing status was identified for both JHS 302 and PS 89(e20, e21). Statistics indicate % of English language learners in both schools (page e20). Health concerns are identified for the neighborhood with comparison made to citywide health issues (page e21). Services will also be provided to students attending other schools outside the program area but reside in the neighborhood (page e19). ACS data indicates and compares % of residents under 18 living below the poverty line in the city and % of people 16-25 who were not working or in school (page e21). Statistic from the New York Police Department identified serious problems of crime and safety (page e22).

Weaknesses:

No weakness indicated.

Reader's Score: 10

2. Geographic Area Description

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

Strengths:

The geographic area is identified by street boundaries, number of residents, area in square miles as well as 92 city blocks(page e22, e23). A map of the area is provided indicating location of schools (page e 107). The target school is identified, JHS 302, and other local schools that will participated in the planning process including PS 89, Academy of Innovative Technology, Brooklyn Lab School, Cypress Hills

Sub Question

collegiate Prep and Multicultural High School (page e19).

Weaknesses:

No weakness indicated

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:

Implementation of iZone is identified to strengthen academic goals of students and help teachers support student s progress with resources to enhance teaching and increase individualized, differentiated instruction (page e26) Increasing social and emotional supports for students is provided through mental health professional, school social worker and special education teachers provide counseling and referral based on need (page e26, e27). A volunteer mentor program, City Year, will provide academic support, mentoring and tutoring to improve academic progress and prevent high school drop-out (page e27). Reforms to improve math and ELA performance will be supported by using Reading Tracker to capture and analyze data from reading assessments. By providing AUSSIE consultants to effectively interpret data, teachers can utilize the information in order to improve reading comprehension (page e28). A strategy to improve math performance is addressed though assessment conferences based on portfolio tasks and utilizing rubric based on NYS standards (page e28). PS 89 provides supplemental teaching for struggling students by extending the school day, integration of after school program learning into curriculum, and providing assistance on Saturdays, holidays, and after school (page e28).

Weaknesses:

No weakness indicated.

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.

Sub Question

Strengths:

Brooklyn Community Foundation previous experience with two current Promise Neighborhood Initiatives conducting research and assessments will be an advantage in the identification of needs of the community (page e29, e30). Five working groups are aligned with areas in the continuum of solutions to review data and develop solutions (page e30). A timeline describes tasks to occur during the planning process (page e32). Partners, services and programs aligned with each identified Promise Neighborhood outcomes are documented in a chart (page e32-e37). Partnership with Beacon Community Center at JHS 302 is documented as providing innovative services to community residents (page e 37). The Student Success Center provides College STEPS program to serve all local residents in order to support transition to college and provide counseling and education for students and families(page e38).

Weaknesses:

No weakness indicated.

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:

Cypress Hills Promise Neighborhood has an extensive availability to other programs aligned to PN outcomes and supported through Federal, State, local and private funds to be leveraged to support the continuum of solutions and identified in the chart(page e32-e-37) as well as Beacon Community Center, Student Success Center CHAFE, Cypress Hills Verde, and Dept of Justice (page e37-e41).

Weaknesses:

No weakness indicated.

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:

Brooklyn Community Foundation is experienced with current PN planning grants in implementing need assessments and segmentation analysis for those projects (page e 41). Data to be collected by BCF is identified and correlates with Educational Indicators as identified in Absolute Priority 1 (page e41). BCF expertise is a strength in gathering data and providing segmentation analysis to help the Planning team

Sub Question

identify needs of the community and develop the continuum (page e25).

Weaknesses:

No weakness indicated.

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:

Each Working Group will be responsible for identifying evidence-based solutions to meet the community needs (e43). The formation of academies to create small learning environments is supported by moderate evidence to have positive effect on drop-out prevention (page e26) The Planning Team has experience with research driven strategies to include in the continuum of solutions (page e44, e45)

Weaknesses:

No weakness indicated.

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:

CHLDC has 29 years experience in the community and regularly solicits input from residents for all programs (page e45, e46). A strength is the collaboration with partner schools to provide after school programs, college access, counseling, leadership development, and other community service programs (page e45-e48).CHLDC shares information with all local, state, and federal elected officials, conducts annual Town Hall meeting and collaborates with officials to access government funds(page e48). CHLDC indicates the importance to involve local residents in design and delivery of programs and regularly assess needs (page e49). Partnerships with other programs provide strength to offer more services and gain additional resources to identify solutions (page e49).

Sub Question

Weaknesses:

No weakness indicated.

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:

Efforts to Outcomes software provides data tracking ability to measure outcomes, disaggregated data for sub-populations and is aligned with PN initiative. Staff is familiar with software and easily can upload data into their systems (page e50). BCF has previous experience with two PN grantees to create and produce reports with all relevant data (page e50). Lessons learned indicated from experience that tracking data can provide useful information for program improvement but only if given adequate attention and support (page e52). Partnership with BCF provides extensive experience in data collection, analysis and reporting to significantly boost expertise and knowledge to build capacity (page e52).

Weaknesses:

No weakness indicated.

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:

CHLDC documents partnerships with schools, service providers, government and local residents to provide solutions (page e53, e54). Lessons learned include the value of creating clear roles, responsibilities, identifying expectations for all parties at the outset of any collaboration, importance of communication, a designated leader and a system for accountability in order to achieve goals (page e 54). A wide range of stakeholders with similar visions would expand capacity to build partnerships, both formally and informally (page e55). A comprehensive theory of action and change to achieve outcomes is provided (page e56, e57) Detailed objectives are provided to clarify roles and responsibilities of stakeholders in the MOU (page e108-e147).

Weaknesses:

No weakness indicated.

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

Sub Question

its proposal to leverage and integrate high-quality programs in the neighborhood into the continuum of solutions.

Strengths:

CHLDC has extensive experience managing over 70 federal, state, local and private funding sources and leverage the programs and resources. Lessons learned include aggressively seeking support from all potential funding sources, selection of initiatives which best align with experience and capability, appropriate software, and budget planning (page e63, e64). Increased capacity identifies the Sustainability Working Group that will be dedicated to researching and preparing applications for funding and expanding new partnerships (page e64)

Weaknesses:

No weakness indicated.

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:

Quality improvement strategies include specific initiatives to improve early childhood education such as Early Learn, Family Day Care Network, QRIS/QUALITYstarsNY, Core Body , Race to the Top, Head Start Child Development and Early Learning Framework (page e65-e69). PN school Readiness Planning group will make recommendations to coordinate services and address gaps in the early learning delivery system (page e69)

Weaknesses:

No weakness indicated.

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:

Weaknesses:

Reader's Score:

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:

Arts and humanities will be integrated into each step of the planning process and survey residents to determine interest (page e69) Partnerships identified to increase exposure to arts and humanities include Brooklyn Conservatory of Music to provide a band program, and Arts East New York to provide arts instruction both in school and after school hours (page e70)

Weaknesses:

No weakness indicated.

Reader's Score: 1

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:

Status: Submitted
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