

Status: Submitted

Last Updated: 10/09/2012 08:55 PM

Technical Review Coversheet

Applicant: University of Maryland, Baltimore (U215P120025)

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	43
Sub Total	100	98
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	101

Technical Review Form

Panel #5 - PN Panel - 5: 84.215P

Reader #1: *****

Applicant: University of Maryland, Baltimore (U215P120025)

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 provides a detailed description of the need for the project and includes strong evidence such as comparative local, state and national poverty data, academic achievement data, employment data, infant mortality data, and crime rate data (pages 6-7). Other indicators of need, such as community health statistics, free and reduced lunch rates, school absence rates and school readiness data are also included. These data depict a compelling need for the project and indicate the applicant's clear understanding of the problems facing the targeted area.

Weaknesses:

None noted.

Reader's Score: 10

2. Geographic Area Description

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

Strengths:

The applicant defines the geographic area for the project and includes cross streets, a description of the housing in the neighborhood, and details about the age of some of the historic buildings located within the boundaries. A clear picture of the changes that have taken place in the community is clearly portrayed, in regard to the deterioration of the infrastructure of the community. A map is also provided (page 13) that illustrates key landmarks, the boundaries, and the size of the neighborhood.

Weaknesses:

No weaknesses 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:

The applicant provides a strong plan for a continuum of solutions that is based strategies to address educational impact, strategic coordination and family engagement (page 15). These include a community partners advisory board and four committees that will focus on research and data management, educational reform, health, and parent and community engagement (page 16). There is also a plan to hold a quarterly Community Congress to ensure stakeholder involvement in the project (page 17). A table on page 20 illustrates the responsibilities of each committee and the membership composition of each group.

Weaknesses:

No weaknesses 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 a strong pipeline of solutions that includes seven early childhood initiatives, elementary and middle school interventions, and high school interventions. Some of these solutions are evidence-based programs with demonstrated results. The applicant also describes neighborhood projects and adult education programs that extend to workforce development. The plan for providing community support without gaps from early childhood through adulthood is well conceived and feasible.

Weaknesses:

No weaknesses noted.

Reader's Score: 5

3. Identification of Existing Neighborhood Assets:

The extent to which solutions leverage existing neighborhood assets and coordinate with other

Sub Question

efforts, including programs supported by Federal, State, local, and private funds.

Strengths:

The applicant describes existing neighborhood resources in detail and includes a plan to partner with veteran organizations that have had successful track records in improving outcomes for residents in the targeted community. For example, there is a plan to partner with a maternal health program that has committed over a million dollars to the program in order to fund the development and delivery of services designed to improve child development and learning (page 36). A graphic is provided on page 36 that depicts generous contributions from six funders, as well as the amount of in-kind support provided for the project.

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 provides a well-described plan for conducting a needs assessment and segmentation analysis that includes hiring an evaluator to conduct an analysis of community-based and person-centered outcomes. There is a plan to include community involvement and feedback from stakeholders such as students, their parents, and the community. Details regarding a ten-step approach to conducting a broad-based environmental scan are included on page 40, and outline a framework for the needs assessment. The applicant clearly describes a solid plan for a segmentation analysis that includes the use of the Links data collaborative, state assessment data, and school climate assessment data (pages 45-46). A plan to leverage existing data-sharing agreements to enrich relational data base resources is also described.

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.

Sub Question

Strengths:

The applicant describes well thought out strategies for how evidence-based solutions will be selected and includes support from four committees, a needs assessment and experienced partners with a strong track record. This plan involves a review of evidence-based programs that match the needs of the targeted population and their community environment. There is a plan to conduct an environmental scan, utilize resources such as the What Works Clearing House, and hire an expert in evidence-based programs to conduct evaluation activities. There is also a plan to leverage support from two experienced partners organizations that have implemented evidence-based solutions for nearly a decade.

Weaknesses:

No weaknesses 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: 43

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 plan to build capacity of the management team through the use of technology and data analysis that will inform stakeholder decision making (page 59). There is also a plan to encourage community members to participate in the decision-making processes through a community network (page 60) that will enhance communication. The applicant also provides a clear plan to use ETO reports for continuous improvement that will be utilized by the project director and the project coordinator to help determine areas of the project needing improvement. The applicant describes methods for impacting students in positive ways, and states strategies that have improved attendance through social supports (page 52).

Weaknesses:

No weaknesses 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.

Sub Question

Strengths:

The applicant provides a clear plan for utilizing data in ways that inform the project and guide decision-making for continuous improvement and accountability. A detailed chart is provided on page 63 that describes evaluation instruments to be used for accountability purposes in five components of the program. The instruments are appropriate for informing decision-making for the project and include standardized assessments, surveys, and data on suspensions, attendance and incidents of violence.

Weaknesses:

No weaknesses 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:

The applicant clearly describes a year long process involving 16 partners that produced contributions for the project that total nearly [REDACTED]. A memorandum of understanding (MOU) that details each partner's commitment to the project is included in the appendix. This MOU includes a theory of action and a theory of change that provide a rationale for the project components, and outlines expected outcomes.

Weaknesses:

It is unclear how experienced the project director is in developing informal and formal partnerships. Though the applicant mentions the visions of project partners, it is unclear how these align with the project goals.

Reader's Score: 9

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 a description of partners' experience with expanding services that target issues addressed in this project. Lessons learned include integrating funding streams from multiple public and private sources. For example, the applicant describes collaborations with partners who have strong federal funding support in the form of Food Stamps, WIC and the Child and Adult Care Food Program. Other examples include partners with support from federal Maternal and Child Health Block Grants, and State support from State Children's Health Insurance.

Weaknesses:

It is unclear how the applicant plans to build the capacity of the project director in integrating funding streams from multiple public and private sources.

Reader's Score: 9

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 clear plan to expand an existing network of early learning programs and services that will address the health, education and well being of children from birth to 3rd grade. These include linking infant and early learning programs that focus on healthy development and parent education to improve access to services for the target population. For example, there is a plan to collaborate with early childhood programs that assist parents with improving outcomes for infants and young children through parenting education and healthy baby programming.

Weaknesses:

No weaknesses 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:

No strengths noted.

Weaknesses:

The applicant does not address this priority.

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 provides a plan to work with a partner recreation center that will expand opportunities for children in African-Drumming, mural design, theater, yoga and tennis (page 37).

Weaknesses:

None 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:

No strengths noted.

Weaknesses:

The applicant does not address this priority.

Reader's Score: 0

Status: Submitted
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Status: Submitted

Last Updated: 10/17/2012 11:08 AM

Technical Review Coversheet

Applicant: University of Maryland, Baltimore (U215P120025)

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	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	0
Competitive Preference Priority 6		
1. CPP 6	1	0
Competitive Preference Priority 7		
1. CPP 7	1	0
Sub Total	5	2
Total	105	102

Technical Review Form

Panel #5 - PN Panel - 5: 84.215P

Reader #2: *****

Applicant: University of Maryland, Baltimore (U215P120025)

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 is proposing to develop a collaborative project called Promise Heights comprising of two Baltimore communities. Both communities are nationally known for its illegal drug trade and for inspiring the TV Show "The Wire". The applicant has compiled compelling evidence on the communities through various assessments to identify the indicators of need and other indicators in which the project will address. For example, the project is proposing to address; (1) academic failure (K-12); (2) teen pregnancy; (3) childhood asthma; (4) parenting; and (5) safety and crime in the communities.

The two communities are mostly made-up of federally-subsidized housing. There are three housing compelled with over 1,352 residents and 614 (21%) of them are children. The median income of the residents is under \$9,000 and 45% of the adult residents are unemployed.

Weaknesses:

No weaknesses.

Reader's Score: 10

2. Geographic Area Description

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

Strengths:

The applicant has provided a very in-depth discussion and description of the geographical communities that will encompass the targeted project area in the city of Baltimore, Maryland. The two targeted communities were once historical and thriving African-American communities and continues to be 93% African-American. The two communities is the home of over 10,000 residents and 28% of them are children and three out of five (61%) live in poverty. 53% of the households have an income of less than \$14,999.

Sub Question

The applicant has provided a well documented narrative to describe the geographical region.

Weaknesses:

No weaknesses.

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 has provided a very comprehensive and detailed narrative to address the continuum of solutions and strategies that the Promised Heights PN project is proposing to address and improve. The plan is very thorough and includes a detail plan to continue working on the plan through the planning phase of the grant. The applicant has initiated an Advisory committee that includes all of the stakeholders including, students, parents and members of the community.

There are four schools in the targeted communities (k-12). The applicant has secured the support of those schools to work collaboratively with the project to address the needs of the students. For example, there are many areas of concern that will be addressed with the schools, (1) family engagement, (2) nutrition, (3) health and mental health (4) social services, and (5) educational assistance, through tutoring and mentoring. All are issues that are consistent with schools and student failure.

The applicant has developed a comprehensive and strategic plan that are aligned with the community needs. The continuum of solutions are ambitious and rigorous, and the applicant has done an excellent job with developing a plan for ensuring they can accomplish their goals.

Weaknesses:

No weaknesses.

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:

The applicant has developed a comprehensive and well documented plan and complete continuum of solutions that includes early learning through grades 12, college- and career-readiness, and family and community supports. The applicant has amassed and organized a wealth of community, local and state support to work collaboratively to prepare all children in the neighborhood to attain an excellent education and successfully transition to college and a career.

The pledged support and the pre-organization of the stakeholders is phenomenal. The applicant additionally included in the narrative, those services that currently exist and a plan for joining forces with those services.

The applicant includes in the narrative a chart that outlines the goals and objectives of the project by age group.

Weaknesses:

No weaknesses.

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 has provided an in-depth description of the services that currently exist in the communities and provided a plan to integrate those services into the PN project. Some of those services and programs include, (1) The 21st Century Community Learning Center, (2) Community Resource School and (3) the Out of School Time program, (4) Head Start and the (5) Reducing the Risk project. Many of the programs in existence will compliment the continuum of solutions proposed by the applicant. All of the projects and programs in existence and those proposed by the applicant will provide the communities with the much needed supports to ensure safe and healthy residents, especially children.

Weaknesses:

No weaknesses.

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.

Sub Question

Strengths:

The applicant has provided a very exhaustive and comprehensive discussion in the narrative to describe and identify the indicators that will be used in the planning phase. The applicant has completed a great deal of the preliminary segmentation analysis and have identified many of the interventions and measures that will be implemented, as well as, identified solutions. For example, on page e-59, the applicant included a table that describes examples of the goals, the indicators, measurements and current baseline data.

One example in the table (indicator) includes the goal that children enter kindergarten ready to succeed in school. The applicant will be looking in the planning phase to determine how many and the percentage of children birth to kindergarten who are functioning at age appropriate levels across multiple domains of early learning, as determined by using developmentally appropriate early learning measures. In order to determine and gather this information, the applicant will utilize MMSR scores from Head Start programs.

This is just one example, however, the applicant has a developed a well documented table for securing data for the indicators.

Weaknesses:

No weaknesses.

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 University of Maryland has partnered with and collaborated with an exceptional number of researchers and professionals from the university community. Many of the persons and programs on board for the project have previously had grants or programs in which strong evidence of solutions and results have been derived. For example, the university has studied the number of children with asthma in the community and has previously provided services to the community. In the new project, the Breathmobile will be used to continue working with children to prevention and treat the children. Additionally, other university programs have worked with teen pregnancy and infant mortality, as well, those projects will partner with the PH program.

There is clear evidence in the narrative that the applicant has described solutions that are based on the best available evidence and sought to include partners in an effort to implement solutions to address the indicators.

Weaknesses:

No weaknesses.

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 (UMB) indicates that they have always had a positive working relationship with the community. For the past 16 years the UMB Social Work and Community Outreach Service (SWCOS) has maintained programs in the community. Each year the SWCOS provide mental and behavioral treatment and prevention activities to over 300 community youth. The applicant indicates that those services had already impacted attendance, suspensions and promotion. In addition, financial literacy had been provided to the community middle school youth.

Through the current and past work in the community the applicant indicated that the support and buy-in for the project comes from a diverse group of people and community stakeholders. The schools have agreed to partner with the applicant because of the positive influence and change that have occur among high risk youth.

Weaknesses:

No weaknesses.

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 indicates that the base of the work for the grant has been developed and has strengthened through ongoing university and community partnerships dating back to the 1990's. Based on these long term solid relationships, the applicant's management team has been able to secure information and data to begin the planning phase for the PN grant. The applicant will collect data and use the triangulation process to take advantage of existing data routinely collected by local, state and federal sources. Additionally, the applicant will also utilize existing and new prospective data via collection instruments such as the Promised Neighborhoods Research Consortium battery of survey items.

The database will be the main source of information sharing to other agencies, such as Child Welfare Services and Juvenile Services. The data will be place in the annual report and the integrated LINKS data system.

Weaknesses:

No weaknesses.

Reader's Score: 15

3. Ability to Create Partnerships:

Sub Question

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 indicates that the vision for the project is to provide a safe and healthy learning and living environment for the Promise Heights residents. The applicant has amassed a wealth of resources that share the same vision for the targeted communities. The management team has created many formal and informal partnerships. Each of the partners have contributed to developing a memorandum of understanding outlining their proposed contributions.

Weaknesses:

No weaknesses.

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 has provided a well documented and comprehension narrative detailing their current and past experiences with programs and projects in the targeted communities. The proposal clearly detailed the applicant's capability to build capacity for the proposed PN project. The applicant's management team and project director has experience working with other funded projects in the area and has indicated how they will integrate funding streams from multiple public and private sources.

For example, the Breathmobile and the teen pregnancy project to ensure to increase the child mortality rates will continue in the area. The proposal clearly indicates that the applicant has experience in leveraging and integrating high-quality programs in the neighborhood for successfully the proposed continuum of solutions.

Weaknesses:

No weaknesses.

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:

As a part of PN Planning Grant Priority 4 (Comprehensive Local Early Learning Network), the PHI placed much of its early focus on the birth to five programming. This is evidenced in current programming, such as The Learning Parties program, Head Start and Parent University. The PN project additionally will expand on their

current Early Head Start (EHS) program. Currently they have 32 two year olds who were brought to PH for the 2011-2012 school year and housed in FLT. Plans are underway to have an additional EHS site at SCT for the 2012-2013 school year. (pgs. 24-26)

Weaknesses:

No weaknesses identified

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:

None

Weaknesses:

Applicant did not address.

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:

None

Weaknesses:

Applicant did not address.

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:

Applicant did not address.

Reader's Score: **0**

Status: Submitted

Last Updated: 10/17/2012 11:08 AM

Status: Submitted

Last Updated: 10/12/2012 11:41 AM

Technical Review Coversheet

Applicant: University of Maryland, Baltimore (U215P120025)

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	0
Competitive Preference Priority 6		
1. CPP 6	1	0
Competitive Preference Priority 7		
1. CPP 7	1	0
Sub Total	5	2
Total	105	102

Technical Review Form

Panel #5 - PN Panel - 5: 84.215P

Reader #3: *****

Applicant: University of Maryland, Baltimore (U215P120025)

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:

One of the strengths of the Promise Heights Initiative is that it defines the problem with the conditions of students and their families, community, and schools. As the application shows on p. 5-12, the local descriptive statistics charts are consistent with other national statistics to show the relevance of noted problems with initiative. Another strength of applicant is addressing the benefits of empowering this community and capitalizing on its previous strength to demonstrate the potential outcomes with student success, social-emotional conditions, and community pride to address the existing problem.

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 defined the geographical area of needed support along with key partners who are known for their contributing assets. The applicant shows the geographical area promise in revitalizing the mindset of students and families as understanding community history and value to refocus services and supports. The applicant clearly listed on p. 13 circle of promise agencies and organizations that can provide wrap around support.

Weaknesses:

None

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:

The applicant used a well-designed nationally recognized model with similar continuum of solutions on p. 14 as the Harlem Children Zone to understand what it takes to develop a replicate model for its community. This is a good use of evidence-based quality project design with strong work premise. The program design has coherence in that it aligns to the Promise Neighborhood vision of educational impact, strategic resource coordination, and family engagement.

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 has shown conceptualization of this program linked with college and career readiness and transition pathways theory of action that would be able to serve all children in the target neighborhood. On p.23-35, the applicant presents diagram and list partners with the promise neighborhood pipeline of existing services which depicts early start through 12 with college-career readiness trajectory.

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.

Sub Question

Strengths:

The applicant has indicated that it is working on commitment to sustaining program on p.17-18 to continue leveraging assets at all levels. For example, Students First and America Promise are known resource and research assets agencies that could add value to existing applicant s capacity for this work. The applicant secured community grant p.17 and in-kind space for academic and recreational services to support at risk students and their families.

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 describes clear information regarding a very comprehensive set of indicators, results expected, and solutions aligned to those indicators. The applicants mentoring matching process and parent forums as research-based strategies to support student academic and social-emotional development on p.9-11 are examples of relevant local efforts.

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 noted the indicators are comprehensive and contain a connection to the research regarding the extensiveness of services necessary to support the residents of these high need communities. The needs addressed clear information regarding indicators, results expected, and solutions aligned to college and career indicators.

Sub Question

Weaknesses:

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 noted the indicators are comprehensive and contain a connection to the research regarding the extensiveness of services necessary to support the residents of these high need communities. The applicant on p. 52-53 has experience and capacity of working in partnerships with residents, schools, public and private sectors providers to deliver community-based and clinical services to achieve community goals. For lesson learned, the applicant conducted meetings at McCulloh Homes to learn about residents needs.

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 demonstrated some capacity to understand community strengths of historical community dynamics and its relationship in working with community. Proposal shows management team and project director capacity for decision-making. Applicant provided more of how project director's experiences and lesson learned linked to providers.

Weaknesses:

None

Sub Question

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's needs assessment measures to collect data for decision making on p. 17 shows the varied experience with research designs coordination. The data manager has experience with collecting, analyzing, and using data for decisions for decision-making and improvement. The applicant on p. 59 promotes a continuous learning environment that promotes analysis of data that is linked to a theory of action that is meaningful to all stakeholders. The lesson learned, capacity of management team and director would analyze data for continuous improvement and sustainable accountability.

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 described integrating funding streams with partnerships, alignment of vision, and MOU. Applicant shared some degree of partnership, theories of change, more information on experiences and capacity to leverage and integrate high-quality programs in the neighborhood. Applicant shares more insights into experiences and lesson learned along with capacity of the project director. Applicant has established partnerships with continuum of solutions through multiple funding sources.

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:

Applicant addresses early learning to ensure high-quality and comprehensive strategy with children from birth through the third grade.

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: 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: 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:

Weaknesses:

Reader's Score: 0

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