

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

Status: Submitted

Last Updated: 10/26/2016 07:05 PM

Technical Review Coversheet

Applicant: Center For Family Services, Inc. (U215N160015)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	15	15
Quality of Project Design		
1. Project Design	30	30
Quality of Project Services		
1. Project Services	20	20
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Adequacy of Resources	15	15
Sub Total	100	100
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority		
1. Priority	2	2
2. Priority	2	2
3. Priority	2	2
4. Priority	2	2
Sub Total	8	8
Total	108	108

Technical Review Form

Panel #3 - Panel - 4: 84.215N

Reader #1: *****

Applicant: Center For Family Services, Inc. (U215N160015)

Questions

Selection Criteria - Need for Project

1. The magnitude or severity of the problems to be addressed by the proposed project as described by indicators of need and other relevant indicators identified in part by the needs assessment and segmentation analysis.

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

The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

Suggested Point Ranges: Not Addressed: 0; Poorly Developed: 1-5; Adequately Developed: 6-10; Strongly Developed: 11-14; Fully Developed: 15

General:

Strengths:

Page 5

The application clearly describes the problems to be addressed by the proposed project through cited, qualitative and quantitative data that is documented through the segmentation and needs analyses.

Page 15

The application clearly describes the targeted geographic area of the Cooper, Lanning, Bergen Square, Liberty Park, and Centerville neighborhoods located in Camden, New Jersey, which will be served through the proposed project.

Page 15

The application clearly describes the disparities and gaps in the targeted area through examples and quantified documentation of distress factors, such as crime, blight, poverty, and lower academic achievement.

Reader's Score: 15

Selection Criteria - Quality of Project Design

1. The extent to which the applicant describes an implementation 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, and that will significantly increase the proportion of students in the neighborhood that are served by the complete continuum to reach scale over time.

The extent to which the applicant documents that proposed solutions are based on the best available evidence including, where available, strong or moderate evidence.

The extent to which the applicant identifies existing neighborhood assets and programs supported by Federal, State, local, and private funds that will be used to implement a continuum of solutions.

The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

The extent to which the proposed project is supported by strong theory.

Suggested Point Ranges: Not Addressed: 0; Poorly Developed: 1-11; Adequately Developed: 12-23; Strongly Developed: 24-29; Fully Developed: 30

General:

Strengths:

Page 17

The application clearly describes how the proposed implementation plan will provide a continuum of solutions that encompass early learning through post-secondary levels in order to serve increased and incremental levels of the targeted population throughout the course of the proposed project.

Page 25

The application clearly documents the evidence bases, such as Nurse Family Partnership and Healthy Families TANF Initiative for Parents, which correspond with the proposed continuum of solutions.

Page 40

The application clearly documents the assets and programs supported by public/governmental funding that will contribute to the proposed continuum of solutions, which include Promise Zone and Choice resources.

Page 42

The application clearly describes how the proposed project will be evaluated using relevant and reliable methods based on collected data.

Page 47

The application clearly describes the theories of change and action that correspond with the proposed implementation plan, such as shared community vision and collaborative action.

Reader's Score: 30

Selection Criteria - Quality of Project Services

- 1. The likelihood that the services to be provided by the proposed project will lead to improvement in the achievement of students as measured against rigorous academic standards.**

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.

Suggested Point Ranges: Not Addressed: 0; Poorly Developed: 1-6; Adequately Developed: 7-13; Strongly Developed: 14-19; Fully Developed: 20

General:

Strengths:

Page 48

The application clearly describes how the proposed project services and resources will contribute to academic improvement based on established and measurable standards.

Page 54

The application clearly describes how collaborators' and partners' theories of change and action are aligned with the proposed project, as evidenced by MOUs that establish roles and responsibility and assurance of adherence and accountability.

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

- 1. Working with the neighborhood and its residents; the schools; the LEA in which those schools are located; Federal, State, and local government leaders; and other service providers.**

Collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability, including whether the applicant has a plan to build, adapt, or expand a longitudinal data system that integrates student-level data from multiple sources in order to measure progress while abiding by privacy laws and requirements.

Suggested Point Ranges: Not Addressed: 0; Poorly Developed: 1-6; Adequately Developed: 7-13; Strongly Developed: 14-19; Fully Developed: 20

General:

Strength:

Page 67

The application clearly describes how the proposed project has engaged the input and guidance from key stakeholders at diverse levels, such as through the Leadership Council that includes residents, school officials, and funders.

Page 69

The application clearly describes how the proposed project will establish and implement a data collection system to analyze and report relevant student and community level data.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

- 1. The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.**

The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., LEAs, city government, other nonprofits) critical to the project's long-term success; or more than one of these types of evidence.

Suggested Point Ranges: Not Addressed: 0; Poorly Developed: 1-5; Adequately Developed: 6-10; Strongly Developed: 11-14; Fully Developed: 15

General:

Strength:

Page 72 and Budget Form and Budget Narrative Appendix

The application clearly describes the requested funding categories and the corresponding benefits in a detailed budget narrative.

Page 74

The application clearly describes efforts to assure sustainability of the proposed continuum model by providing evidence of leverage and committed resources and a strategy for a multi-year plan that extends beyond the grant period.

Reader's Score: 15

Priority Questions

Competitive Preference Priority - Competitive Preference Priority

1. Competitive Preference Priority 1 0 or 2 Points

Improving Early Learning Development and Outcomes

Projects that are designed to improve early learning and development outcomes across one or more of the essential domains of school readiness (as defined in this notice) for children from birth through third grade (or for any age group within this range) through a focus on improving the coordination and alignment among early learning and development systems and between such systems and elementary education systems, including coordination and alignment in engaging and supporting families and improving transitions for children along the birth-through-third grade continuum, in accordance with applicable privacy laws.

General:

Strength:

Page 77

The application clearly describes establishment, implementation, and coordination a strong system of early learning and school readiness programs, services, and resources to be implemented in order to address the identified problems in the proposed Promise Neighborhood project.

Reader's Score: 2

2. Competitive Preference Priority 2 0 or 2 Points

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 FY 2009 or later years. To be eligible under this priority, the applicant must either: (1) be able to demonstrate that it has received a Choice Neighborhoods or HOPE VI grant; or (2) provide, in its application, a memorandum of understanding between it and a partner that is a recipient of a Choice Neighborhoods or HOPE VI grant. The memorandum must indicate a commitment on the part of the applicant and partner to coordinate implementation and align resources to the greatest extent practicable.

General:

Strength:

Page 77

The application describes the Choice planning grant process and application for implementation of a HOPE VI project, which will directly benefit the targeted service area for the proposed Promise Neighborhood project.

Reader's Score: 2

**3. Competitive Preference Priority 3
0 or 2 Points**

Promise Zones

This priority is for projects that are designed to serve and coordinate with a federally designated Promise Zone.

General:

Strength:

Page 77

The application provides the required evidence of the Promise Zone designation that corresponds and benefits the proposed Promise Neighborhood project.

Reader's Score: 2

**4. Competitive Preference Priority 4
0 or 2 Points**

High School and Transition to College

Increasing the number and proportion of high-need students who are academically prepared for, enroll in, or complete on time college, other postsecondary education, or other career and technical education.

General:

Strength:

Page 77

The application clearly describes how the proposed project will increase college, career, and technical education opportunities, resources, and connections for students, with details as to how each age level will be engaged.

Reader's Score: 2

Status: Submitted
Last Updated: 10/26/2016 07:05 PM

Status: Submitted

Last Updated: 11/01/2016 12:36 PM

Technical Review Coversheet

Applicant: Center For Family Services, Inc. (U215N160015)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	15	15
Quality of Project Design		
1. Project Design	30	30
Quality of Project Services		
1. Project Services	20	20
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Adequacy of Resources	15	15
Sub Total	100	100
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority		
1. Priority	2	2
2. Priority	2	2
3. Priority	2	2
4. Priority	2	2
Sub Total	8	8
Total	108	108

Technical Review Form

Panel #3 - Panel - 4: 84.215N

Reader #2: *****

Applicant: Center For Family Services, Inc. (U215N160015)

Questions

Selection Criteria - Need for Project

1. The magnitude or severity of the problems to be addressed by the proposed project as described by indicators of need and other relevant indicators identified in part by the needs assessment and segmentation analysis.

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

The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

Suggested Point Ranges: Not Addressed: 0; Poorly Developed: 1-5; Adequately Developed: 6-10; Strongly Developed: 11-14; Fully Developed: 15

General:

Strengths:

The applicant clearly describes and identifies the target community geography and their specific demographics, and the identified needs of the students and families within the area. The applicant provides detailed statistical data regarding the identified economic needs of the community and the academic issues within the students and schools. The target population clearly meets the criteria of both socio-economic and educational limitations required to qualify for a Promise Neighborhoods grant. The data includes percentages of families living in poverty, and the numbers of students not meeting grade level proficiency in the basic courses. In addition, the lack of school services and limited resources are clearly. Were discussed.

The target schools represent the lowest-performing five percent of Title I schools in the state over the past three years, and the High School is classified as a turnaround school (pg. 7). All targeted schools show higher rates of chronic absenteeism than schools statewide. There are high student mobility, lower proficiency scores and overall less students demonstrating grade-level proficiency. There are large numbers of absences daily. Violent crime is prevalent throughout the community and has a direct impact on the students, their families and the community.

Weaknesses: None Noted.

Reader's Score: 15

Selection Criteria - Quality of Project Design

The extent to which the applicant describes an implementation 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, and that will significantly increase the proportion of students in the neighborhood that are served by the complete continuum to reach scale over time.

The extent to which the applicant documents that proposed solutions are based on the best available evidence including, where available, strong or moderate evidence.

The extent to which the applicant identifies existing neighborhood assets and programs supported by Federal, State, local, and private funds that will be used to implement a continuum of solutions.

The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

The extent to which the proposed project is supported by strong theory.

Suggested Point Ranges: Not Addressed: 0; Poorly Developed: 1-11; Adequately Developed: 12-23; Strongly Developed: 24-29; Fully Developed: 30

General:

Strengths:

The applicant clearly discusses how this project will help to provide a seamlessly linked cradle-to-career pipeline of programs, services, and supports – that can eventually reach all Camden children and families.

This priority now permeates across the leadership organizations and partners, beginning with the Mayor's office including community Social Service and Health agencies and the School District (pgs. 17-18).

The project begins with activities for families with young children (birth to age 5) and school-age children (ages 6-18) and young adults (ages 19-24) that will promote kindergarten readiness, increased high school graduation, college and job success, and healthy, safe, and stable conditions for children and families. With strong schools at the center, multiple partners will strategically align their work across this comprehensive continuum to deliver specific research-informed and evidence-based solutions, detailed in Appendix F.

The overall plan includes door-to-door recruitment and enrollment for families with young children. They will provide outreach strategies to build family and community trust and increase community awareness of and engagement in the CPN model. A second entry point is when the children and families enter the local schools.

They will work closely with school social workers and target school staff to lead the child/family assessment and enrollment processes. Specifically, multi-disciplinary, school-based teams will use a data-informed process to identify children in need of intensive services, assess family strengths and needs, and refer families to the most appropriate set of CPN services.

In addition, the Promise Neighborhood Family Success Center, will focus on community enrollment and supports, including primarily children and families who live in the target neighborhoods but do not attend one of the target schools. Staff will receive special training on the CPN continuum and its solutions and will provide both intake and referral services.

The applicant provides a variety of services and activities that clearly address the identified needs and weaknesses of the target population families. Trauma-informed and trauma-based services, Social Services and Health services, Special needs counseling, Academic support, and other needed activities are clearly described and delivered.

The applicant clearly identifies 28 partners providing 37 different solutions to families with children from ages birth to 18 and for young adults ages 19-24 throughout four high-need Camden neighborhoods (pgs. 24-25). Activities are clearly described, and who is responsible is identified. Specific target numbers of students and families are identified (pg. 26).

The plan discusses how it will be scaled up over time on the intended target population for each solution.

The applicant provides a detailed listing of the Community Partner assets, programs, and funding sources that support the CPN continuum of solutions, by strategy, existing assets and existing programs (pgs. 42-43, Appendix F).

The applicant has identified an external well-qualified evaluator who will work cooperatively on this project. There are detailed performance measures, measurable objectives, baseline data for comparisons, and very specific long-term outcomes. (pgs. 43-45) .

There is a detailed data collection plan which includes the relevance of the data (process, implementation, and outcome) and describes when and how it will be collected (pg 45-46).

The applicant provides a detailed discussion regarding their theory of action (Appendix G, CPN Logic Model) and a research-based theory of change informed by the collective impact framework, best practices identified by nationally recognized place-based initiatives (e.g., Harlem Children's Zone, Strive Together), as well as lessons learned from their own experiences cross-sector collaboration (pg. 49).

The applicant provides details regarding each and every project activity and they also provide references, and academic citations to demonstrate how the activity meets the of moderate evidence through research (Appendix F and G).

Weaknesses: None Noted.

Reader's Score: 30

Selection Criteria - Quality of Project Services

- 1. The likelihood that the services to be provided by the proposed project will lead to improvement in the achievement of students as measured against rigorous academic standards.**

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.

Suggested Point Ranges: Not Addressed: 0; Poorly Developed: 1-6; Adequately Developed: 7-13; Strongly Developed: 14-19; Fully Developed: 20

General:

Strengths:

Throughout the narrative, the applicant clearly describes all existing and new partnerships and what each will be contributing to the overall success of this project. There are copious numbers of partners who have a strong and long history of working cooperatively within the community.

The delivery structure clearly works with the partners who have all agreed to participate and contribute to the overall success of this project.

There is a detailed and signed MOUs that states what each partner will contribute to this project and what each will agree to provide in the way of support, services, funds and other resources.

There is a clear articulated shared community vision, including a cross-sector Leadership Council with an articulated accountability structure. Collaborative action, including engaging all members of the CPN communities in using data to focus on CPN outcomes and ensuring community/resident voice.

Weaknesses: None Noted.

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

1. Working with the neighborhood and its residents; the schools; the LEA in which those schools are located; Federal, State, and local government leaders; and other service providers.

Collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability, including whether the applicant has a plan to build, adapt, or expand a longitudinal data system that integrates student-level data from multiple sources in order to measure progress while abiding by privacy laws and requirements.

Suggested Point Ranges: Not Addressed: 0; Poorly Developed: 1-6; Adequately Developed: 7-13; Strongly Developed: 14-19; Fully Developed: 20

General:

Strengths:

There is a strong and detailed management plan for the overall delivery and supervision of this project. Existing staff is identified, and there are bios and resumes to demonstrate their qualifications to implement this project. There is a staff and line organizational chart that demonstrates the flow of information between staff and their partners.

The applicant discusses their various systems that are in place to assist in the management and implementation of this project which are very strong. Data is a prominent part of this project and the applicant clearly articulates how they will collect, store and analyze data for this project.

Weaknesses: None Noted.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., LEAs, city government, other nonprofits) critical to the project's long-term success; or more than one of these types of evidence.

Suggested Point Ranges: Not Addressed: 0; Poorly Developed: 1-5; Adequately Developed: 6-10; Strongly Developed: 11-14; Fully Developed: 15

General:

Strengths:

Throughout the narrative, it is clearly articulated how each partner will be an integral part of the delivery of this project. They are all contributing needed resources to the accomplishment of this project.

There are detailed line-item budgets, which include detailed narratives to explain why each item is included and how it was calculated. The applicant has clearly aligned each budget item to project activities and has provided estimated

numbers of participants, and explains how the monies will impact the students, families, and communities.

Overall, the applicant has demonstrated the broad-based support of the entire community through resource sharing and participation in the development and justification of this budget.

Weaknesses: None Noted.

Reader's Score: 15

Priority Questions

Competitive Preference Priority - Competitive Preference Priority

1. Competitive Preference Priority 1 0 or 2 Points

Improving Early Learning Development and Outcomes

Projects that are designed to improve early learning and development outcomes across one or more of the essential domains of school readiness (as defined in this notice) for children from birth through third grade (or for any age group within this range) through a focus on improving the coordination and alignment among early learning and development systems and between such systems and elementary education systems, including coordination and alignment in engaging and supporting families and improving transitions for children along the birth-through-third grade continuum, in accordance with applicable privacy laws.

General:

Strength:

The applicant clearly requests this Competitive Preference. The applicant's program design discusses how they will implement Early Learning components that will clearly meet these competitive preference requirements. The applicant provides details regarding their well-designed Early Learning Network which will address the needs of young children within the community.

Weaknesses: None Noted.

Reader's Score: 2

2. Competitive Preference Priority 2 0 or 2 Points

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 FY 2009 or later years. To be eligible under this priority, the applicant must either: (1) be able to demonstrate that it has received a Choice Neighborhoods or HOPE VI grant; or (2) provide, in its application, a memorandum of understanding between it and a partner that is a recipient of a Choice Neighborhoods or HOPE VI grant. The memorandum must indicate a commitment on the part of the applicant and partner to coordinate implementation and align resources to the greatest extent practicable.

General:

Strength:

The applicant clearly discusses their submittal of a 2012 HUD grant that was to revitalize public housing in three Camden neighborhoods: Whitman Park, Liberty Park, and Centerville. With this funding, the City, the HACC, residents, and other partners developed a comprehensive, community-based, and measurable transformation plan that addresses economic redevelopment, energy- and cost-efficient housing, transportation, employment, and healthy living. The Choice Neighborhood partners submitted an implementation proposal, which if awarded would meet the criteria.

Weaknesses: None Noted.

Reader's Score: 2

**3. Competitive Preference Priority 3
0 or 2 Points**

Promise Zones

This priority is for projects that are designed to serve and coordinate with a federally designated Promise Zone.

General:

Strength:

The applicant provides the certification that documents, (Certification of Consistency with Promise Zone Goals and Implementation, HUD Form 50153), that Camden City received for the PZ designation in April 2015. The CPN footprint is completely within the footprint of the Promise Zone.

Weaknesses: None Noted.

Reader's Score: 2

**4. Competitive Preference Priority 4
0 or 2 Points**

High School and Transition to College

Increasing the number and proportion of high-need students who are academically prepared for, enroll in, or complete on time college, other postsecondary education, or other career and technical education.

General:

Strengths:

The applicant clearly requests this Competitive Preference. The applicant's program design discusses how they will implement High School activities that will help students to more easily transition and be prepared for college and academic requirements. They clearly meet the identified competitive preference requirements for transition to college.

The applicant describes their well-designed plan, Pathways to Success Network that will ensure CPN students, beginning in 9th grade, receive the academic and other supports they need to graduate high school on time and college and be career ready. They provide detailed program activities to accomplish this goal.

Weaknesses: None Noted.

Reader's Score: 2

Status: Submitted

Last Updated: 11/01/2016 12:36 PM

Status: Submitted

Last Updated: 10/29/2016 02:47 PM

Technical Review Coversheet

Applicant: Center For Family Services, Inc. (U215N160015)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	15	15
Quality of Project Design		
1. Project Design	30	30
Quality of Project Services		
1. Project Services	20	20
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Adequacy of Resources	15	15
Sub Total	100	100
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority		
1. Priority	2	2
2. Priority	2	2
3. Priority	2	2
4. Priority	2	2
Sub Total	8	8
Total	108	108

Technical Review Form

Panel #3 - Panel - 4: 84.215N

Reader #3: *****

Applicant: Center For Family Services, Inc. (U215N160015)

Questions

Selection Criteria - Need for Project

1. The magnitude or severity of the problems to be addressed by the proposed project as described by indicators of need and other relevant indicators identified in part by the needs assessment and segmentation analysis.

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

The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

Suggested Point Ranges: Not Addressed: 0; Poorly Developed: 1-5; Adequately Developed: 6-10; Strongly Developed: 11-14; Fully Developed: 15

General:

The applicant describes the location of the program it proposes, in Camden City, NJ. The applicant demonstrates that students in the school district are almost entirely African American (98.2%) from low income families (60.2%), and that 10% are English language learners and 19.0% are children with disabilities. (p.6)

The applicant demonstrates that school readiness is an issue in the community. The applicant conducted a resident survey in 2013 that indicated only one third of families in Camden used an early learning program (family child care center, nursery school, day care center or other ECE program) more than 10 hours/week and 20% of surveyed families used relative-care, primarily Latino families. The survey demonstrated factors that contributed to families not using available early childhood resources, which included a lack of awareness of the program option, cost, unavailability for evening hours, lack of parent support for enrollment and consistent attendance, and concerns about program quality. (p. 6)

In addition, the 2014 STEP Literacy Assessment of incoming kindergarten children demonstrated only 4% were school-ready and only 25% of the remaining children had the early literacy skills of a preschooler, demonstrating a strong need for effective early childhood education services. (p.7)

The applicant demonstrates the school district is in need of improvement. It has been under state control for four years and is one of the poorest and the lowest performing district in the state and 22 of 26 district schools are either underperforming or in need of improvement and in July 2016, the state Dept. of Education classified three of the five schools as priority schools, meaning they have been among the lowest performing 5% of Title 1 schools in the state for the past three years. (p.7) Absenteeism is an issue, with all schools demonstrating higher rates than schools state-wide. The district absentee rate is 31% while the state average is 10% and 54% of the high school population has been determined to be chronically absent. (p.8) The applicant provides a number of indicators of problems within the district, such as the fact that students in one of the elementary schools, Whittier, were almost 10 times less likely to meet grade level expectations in reading than the state average. Math data is even worse, with none of high school students achieving proficiency in Algebra 1. (p. 8) The district demonstrates high mobility, one of the lowest graduation rates, and the highest percentage of students living in poverty. (p.9)

The applicant provides extensive demographics indicating the challenges in the community, including the fact that neighborhoods served by the district have a low rate of adults with a college education (11.5%) compared to the state's 29%, and the estimated median family income; the estimated poverty rate for families with children (2016) is 70.4%

compared to the state average of 20.8% and in 2015 a web-based neighborhood resource, Neighborhood Scout, ranked Camden City as the most unsafe city in the country because of an overall crime rate of 57 for every 1,000 residents and violent crime is 9 times the national average. Community children are exposed to gang activity, drug trafficking, substance abuse and violence in the community and, often, in their family.(p.10-11) The city has been designated a food desert by the USDA, limited public transportation. Sources of high quality, fresh and healthy food do not exist and the applicant demonstrates at least one in five families experience food insecurity. (p, 11-12) The applicant demonstrates that the health of residents presents many issues. The state Dept. of Health reported in 2014 that the city had the highest rate of child obesity in the country. In the city's Head Start programs, the obesity rate of the 2-4 year olds is almost double the state average, (p. 12) The 2015 Teen birth rate is 34, (4,151 babies). (p.13)

No weaknesses

Reader's Score: 15

Selection Criteria - Quality of Project Design

- 1. The extent to which the applicant describes an implementation 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, and that will significantly increase the proportion of students in the neighborhood that are served by the complete continuum to reach scale over time.**

The extent to which the applicant documents that proposed solutions are based on the best available evidence including, where available, strong or moderate evidence.

The extent to which the applicant identifies existing neighborhood assets and programs supported by Federal, State, local, and private funds that will be used to implement a continuum of solutions.

The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

The extent to which the proposed project is supported by strong theory.

Suggested Point Ranges: Not Addressed: 0; Poorly Developed: 1-11; Adequately Developed: 12-23; Strongly Developed: 24-29; Fully Developed: 30

General:

Strengths

The applicant plans to build on the results of a 2013 strategic planning process funded by a Promise Neighborhoods planning grant focusing on the Cooper Lanning section and surrounding neighborhoods of the city. That enabled 18 months of strategic planning, including engaging the community in an assessment of community strengths and needs and service gaps. (p.18)

The applicant is proposing a coordinated cradle to career continuum of services and supports to promote Kindergarten readiness, increase high school graduation rates, college and job success and health, safe and stable conditions for children and families. (p. 19)

The applicant proposes a program design consisting of three segments, Early Learning, K-12 and college and career. The Early Learning segment will have specially trained Early Learning Allies who will recruit pregnant mothers, and families with young children into the program. They will also support the assessment of family and child needs and provide referrals to services within the community, such as Nurse Family Partnership, Healthy Families, Baby's Best Start, or Early Head Start. The Allies will assist with program enrollment, coordinate early learning and family support services. (p. 19)

The applicant proposes to establish a Family Success Center for community enrollment and services for families living in the target neighborhood who do not have children enrolled in one of the target schools. (p.21)

The applicant plans to address mental health issues in students. Due to the fact that so many families and children experience violence and/or trauma, the applicant proposes to implement two approaches to service delivery: trauma informed approaches at the systems, school and family level; and wrap-around family and community support and intensive educational supports. (pp. 22-23)

Schools will use relevant data to identify children for case management through the district's Early Warning System, a composite of student absenteeism, suspensions and course grades. (p. 22)

Reader's Score: 30

Selection Criteria - Quality of Project Services

- 1. The likelihood that the services to be provided by the proposed project will lead to improvement in the achievement of students as measured against rigorous academic standards.**

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.

Suggested Point Ranges: Not Addressed: 0; Poorly Developed: 1-6; Adequately Developed: 7-13; Strongly Developed: 14-19; Fully Developed: 20

General:

The applicant provides a chart (p.26) entitled Table 4. Chart to Achieve Full Implementation and Reach Scale. and will be serving 50% of the children from the Promise Neighborhood by year 3 and "By Year 5 Scale" to serve 65%. (p.26)

The applicant plans to establish numerous partnerships to provide 39 different programs (solutions) to all children, at all schools, whether they live in the Promise Neighborhood or elsewhere. This is demonstrated through a chart (p.25) entitled the Cradle to Career Continuum. (p.25)

The applicant provides an extensive chart of currently available services and support for children birth to adulthood and the agencies that provide these services are indicated as Lead Partners (p.25), the applicant indicates Promise Neighborhood children and parents would access the services through these partners. The applicant lists them as proposed solutions and provides evidence of efficacy (pp. 27-41).

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

- 1. Working with the neighborhood and its residents; the schools; the LEA in which those schools are located; Federal, State, and local government leaders; and other service providers.**

Collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability, including whether the applicant has a plan to build, adapt, or expand a longitudinal data system that integrates student-level data from multiple sources in order to measure progress while abiding by privacy laws and requirements.

Suggested Point Ranges: Not Addressed: 0; Poorly Developed: 1-6; Adequately Developed: 7-13; Strongly Developed: 14-19; Fully Developed: 20

General:

Strengths

The applicant indicates that Camden Family Services will be the lead agency. It is the primary social services agency in the city and operates a wide range of federal programs.

The applicant indicates that the Camden Promise Neighborhoods Leadership Council is the governance segment of the project, to communicate the work to partners and community. It is comprised of partners and resident leaders including the City of Camden, the local school district, KIPP Cooper Norcross Academy (where one of the schools is located), Rowan University, and other local not for profit programs. p. 1

The applicant provides a staffing plan including that the Chief Operating Officer (COO) of the Center for Family Services will be the Principal Investigator for this program. The applicant provides a list of her experiences including being the key convener of the Camden Promise Zone and managing the Promise Neighborhoods Planning Grant. The also applicant plans to establish a CPN Program Director to provide day to day management. The qualifications for the position are robust, include 10 years of senior level program management experience. Duties related to this project will include monitoring program implementation, grant funds, subcontractor agreements, work plans and budgets; working with the Leadership Council to ensure seamless implementation and partner accountability; identifying barriers to planning, implementation and sustainability; cultivating and sustaining relationships with partners, community residents, funders and other stakeholders; identify and address barriers to planning, implementation, and sustainability; cultivating and sustaining relationships with relevant partners, residents, funders and other stakeholders; building capacity, scaling and expanding the service delivery model over time; working with neighborhood and its residents, schools, the LEA, Fed. State and local government. leaders and other service providers. (pp. 63-4)

The applicant plans to establish an evaluation team that includes partners and secures data through community partnership with other agencies (ensure by letters of commitment) using a currently existing electronic data collection system, ARISE. The plan includes expanding the ARISE system to collect data needed for this initiative. The applicant also plans to use data to continuously inform practice. (pp. 48-49, 72-74)

The applicant plans to consult with the national evaluator to develop its evaluation strategy which will include a credible comparison group, and a plan for identifying and collecting baseline data for participants and non-participants. Requirements for partner data sharing will be developed including reporting to the evaluator on a quarterly basis. (p. 48-49)

Reader's Score: 20

Selection Criteria - Adequacy of Resources

- 1. The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.**

The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., LEAs, city government, other nonprofits) critical to the project's long-term success; or more than one of these types of evidence.

Suggested Point Ranges: Not Addressed: 0; Poorly Developed: 1-5; Adequately Developed: 6-10; Strongly Developed: 11-14; Fully Developed: 15

General:

Strengths

To demonstrate the cost per participant by Continuum Segment, the applicant provides a chart of the low and high cost per child for the program for age brackets 0-5, 6-18, 15-24 and for Family/Community, for example, the applicant indicates the low cost for ages 0-5 is \$100 for Second Step Early Learning and \$17, 449 for Head Start. (p.75)

The applicant indicates non-federal match amounts for each year of the grant period ranging from \$9,760,872 in year 1 to \$15,351, 614 in year 5. (p.79)

The applicant provides a chart (p. 79) of match commitments from the Center for Family Services, and “Leadership Partners, Providers and Champions” .

Reader's Score: 15

Priority Questions

Competitive Preference Priority - Competitive Preference Priority

1. Competitive Preference Priority 1 0 or 2 Points

Improving Early Learning Development and Outcomes

Projects that are designed to improve early learning and development outcomes across one or more of the essential domains of school readiness (as defined in this notice) for children from birth through third grade (or for any age group within this range) through a focus on improving the coordination and alignment among early learning and development systems and between such systems and elementary education systems, including coordination and alignment in engaging and supporting families and improving transitions for children along the birth-through-third grade continuum, in accordance with applicable privacy laws.

General:

The applicant indicates that the multiple early learning programs and support services in the target community operate primarily in isolation. The applicant indicates this is the reason children are not school ready. The applicant provides the name of one of the schools as a citation, but no other evidence of this assumption. To address this issue, the applicant plans to launch an early learning network to ensure the entry point for children and families provides a strong foundation for children prenatally through Kindergarten, increasing overall school readiness and success through grade 3.

The applicant plans to serve as lead partner of the community’s Early Learning Network, led by a full-time Early Learning Network Manager and advised by a task force. The network will implement two strategies, development of a neighborhood team of early learning allies and provision of training, coaching and on-site support by Early Childhood experts from the School of Education at Rowan University. The manager will convene a task force representing local and state stakeholders, to implement the network. (p.81)

The applicant plans to recruit five community residents from the four target communities to serve as part of the Neighborhood Ally Corps to ensure all families with children connect with the community resources and systems they need. Ally Corps members will also be volunteers from the Cooper Medical School at Rowan University and Civic Scholars from Rutgers University. Appropriate training will be provided.

The Corps members will conduct door to door and other strategies to reach residents with young children establish trusting relationships and provide information to families about early learning solutions available in the community, provide screening and referrals for early intervention, home visiting programs and other community services and supports available. Ally Corps members will also make regular visits to Promise Neighborhood families and facilitate services.

Reader's Score: 2

2. Competitive Preference Priority 2 0 or 2 Points

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 FY 2009 or later years. To be eligible under this priority, the applicant must either: (1) be able to demonstrate that it has received a Choice Neighborhoods or HOPE VI grant; or (2) provide, in its application, a memorandum of understanding between it and a partner that is a recipient of a Choice Neighborhoods or HOPE VI grant. The memorandum must indicate a commitment on the part of the applicant and partner to coordinate implementation and align resources to the greatest extent practicable.

General:

Strengths: The applicant indicates that in October, 2012, the City of Camden was awarded a Choice Neighborhoods Planning Grant to revitalize housing in three city neighborhoods and developed and submitted an implementation proposal.

Reader's Score: 2

**3. Competitive Preference Priority 3
0 or 2 Points**

Promise Zones

This priority is for projects that are designed to serve and coordinate with a federally designated Promise Zone.

General:

Strengths:

The applicant includes a Certification of Consistency with Promise Zone Goals and Implementation, HUD Form 50153 in the Appendix, documenting that Camden City received the Promise Zone designation in April, 2015. (p.84) The applicant indicates the target community is wholly within the Promise Zone. (p.84)

Reader's Score: 2

**4. Competitive Preference Priority 4
0 or 2 Points**

High School and Transition to College

Increasing the number and proportion of high-need students who are academically prepared for, enroll in, or complete on time college, other postsecondary education, or other career and technical education.

General:

Strengths: The applicant indicates that, in 2015, the graduation rate for the Camden High School was 47% and the likelihood of graduates enrolling in post-secondary education was 30%. Those that did enroll in post-secondary education primarily (86%) enrolled in two-year colleges. This compares to the state's post-secondary rate of 79%, with 65% enrolling in four year programs.

To address this issue, the applicant provides strong plans to establish a Pathways to Success Network to ensure students, beginning in 9th grade, receive academic and other supports to graduate on time and be college and career ready. The program will have a full-time manager and support from a team of school based social workers and be supported by three lead partners, Rutgers University, Rowan University and Camden County College. The applicant plans to provide intensive in-school and out of school support to keep students in school and on track for graduation. The applicant also plans to develop small learning academies within the high school to create vigorous learning environments and resources to promote intellectual growth and address the needs of at-risk youth. The applicant also plans to re-

engage disconnected youth in meaningful and relatable work, provide multiple pathways to college. The applicant plans to use funds from this funding to hire a College Success Coach and will provide a variety of pathways and resources to meet students' individual needs. The program also plans to reconnect with disconnected youth and reconfigure the high school into two, smaller, career-focused academies and implement out-of-school programs.

Reader's Score: 2

Status: Submitted

Last Updated: 10/29/2016 02:47 PM