



Promise Neighborhoods Pre-Award Webinar #3: Notice Requirements

Pre-Award Webinar Series

July 26th, 2016

Scheduled Webinars

- All live webinars are at 2:00 PM Eastern Time
- Recording will be posted on the first business day after the live webinar at <https://promiseneighborhoods.ed.gov/neighborhoods/how-apply-promise-neighborhoods-grant>
- Upcoming:
 - July 28th: Logic Model and Evidence Requirements
 - Registration: <https://attendee.gotowebinar.com/register/4041379608619894019>
- Archived:
 - July 20th: General Overview
 - July 22nd: Data and Systems Requirements

Notes on Logistics and Q&A

- This presentation will be recorded and posted on the Promise Neighborhoods website.
- To reduce background noise, we have muted everyone's phone.
- Please submit relevant questions during the session by using the Questions pane. Due to time constraints, we may not be able to answer all questions received. We have included dedicated time throughout the webinar to pause to answer questions, and will have a Q&A at the end of the presentation.

Agenda

- Introduction to 2016 Promise Neighborhoods Notice of Funding Available (NOFA) Notice Requirements
- Breakdown of Five (5) Subsections of Section V - “Selection Criteria”
 - I. Need for the Project
 - II. Quality of Project Design
 - III. Quality of Project Services
 - IV. Quality of the Management Plan
 - V. Adequacy of Resources
- Q&A

Selection Criteria

- The “Selection Criteria” are described under Section V “Application Review Information” in the notice (*pg. 44756 of Vol. 81, No. 131 of the Federal Register*)
- Direct Link (PDF): <https://www.gpo.gov/fdsys/pkg/FR-2016-07-08/pdf/2016-16130.pdf>
- The maximum score for all of the selection criteria is **100 points**; the maximum score an application may receive under the competitive preference priorities AND the selection criteria is **108**

Note about Competitive Preference Priorities

- This competition includes four (4) competitive preference priorities that can score 0-2 points
 - Improving Early Learning Development and Outcomes
 - Quality Affordable Housing
 - Promise Zones
 - High School and Transition to College
- Described in full under Section I “Funding Opportunity Description” beginning on page 44747.
- More information available at:
<https://promiseneighborhoods.ed.gov/neighborhoods/how-apply-promise-neighborhoods-grant>

Selection Criteria: How Points are Awarded

Selection Criteria	Maximum Possible Points
(a) Need for the Project	15
(b) Quality of Project Design	30
(c) Quality of Project Services	20
(d) Quality of the Management Plan	20
(e) Adequacy of Resources	15
TOTAL	100

(a) Need for the 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.
2. The extent to which the geographically defined area has been described.
3. 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.

Need for the Project: 15 Points

Criterion	Subsection	Definitions	Optional Resources
<p>(a) Need for the Project</p>	<p>(1) The magnitude or severity of the problems to be addressed by the proposed project as described by indicators of need (as defined in the notice) and other relevant indicators identified in part by the needs assessment and segmentation analysis.</p>	<p>Indicators of need means currently available data that describes:</p> <ul style="list-style-type: none"> (1) Education need (2) Family and community support need <p><i>(See full details on page 44750)</i></p> <p>Segmentation analysis means the process of grouping and analyzing data from children and families in the geographic area proposed to be served according to the indicators of need (as defined in the notice) or other relevant indicators.</p> <p>NOTE: The analysis is intended to allow grantees to differentiate and more effectively target interventions based on what they learn about the needs of different populations in the geographic area.</p> <p><i>(See full details on page 44751)</i></p>	<p><i>“Planning a Promise Neighborhood Guide”</i> Don Howard and Rohit Menezes, The Bridgespan Group (2010)</p> <p>http://www.bridgespan.org/Publications-and-Tools/Revitalizing-Communities/Executive-Summary-Planning-a-Promise-Neighborhood.aspx#.V5Yqr7grl2w</p>

Need for the Project (cont.)

Criterion	Subsection	Definitions	Optional Resources
(a) Need for the Project	(2) The extent to which the geographically defined area has been described.	n/a	<p>“General Overview” Department of Education (2016)</p> <p>https://promiseneighborhoods.ed.gov/neighborhoods/how-apply-promise-neighborhoods-grant</p>
(a) Need for the Project	(3) 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.	n/a	<p>“A Developmental Pathway for Achieving Promise Neighborhoods Results” Promise Neighborhoods Institute at PolicyLink (2014)</p> <p>http://www.policylink.org/find-resources/library/pni-developmental-pathway</p>

(b) 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**.
- 2) The extent to which the applicant documents that proposed solutions are based on the best available evidence including, where available, strong or moderate evidence.

(b) Quality of Project Design (cont.)

- 3) 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.
- 4) 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.
- 5) The extent to which the proposed project is supported by strong theory.

Quality of Project Design: 30 Points

Criterion	Subsection	Definitions	Optional Resources
<p>(b) Quality of Project Design</p>	<p>(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.</p>	<p>Continuum of solutions means solutions that:</p> <ul style="list-style-type: none"> (1) Include programs, policies, practices, services, systems, and supports that result in improving educational outcomes for children from cradle through college to career. (2) Are best on the best available evidence, including, where available, strong or moderate evidence. (3) Are linked and integrated seamlessly. (4) Include both education programs and family and community supports. <p><i>(See full details on page 44748)</i></p> <p>Linked and integrated seamlessly with respect to the continuum of solutions, means solutions that have common outcomes, focus on similar milestones, support transitional time periods along the cradle-through-college-to-career pipeline, and address time and resource gaps that create obstacles for students in making academic progress.</p> <p><i>(See full details on page 44750)</i></p>	<p><i>“Building a Culture of Results: A Guide to Emerging Practices in Promise Neighborhoods”</i> Center for the Study of Social Policy (2016)</p> <p>http://www.cssp.org/media-center/blog/building-a-culture-of-results-in-promise-neighborhoods</p> <p><i>“A Developmental Pathway for Achieving Promise Neighborhoods Results”</i> Promise Neighborhoods Institute at PolicyLink (2014)</p> <p>http://www.policylink.org/fund-resources/library/pni-developmental-pathway</p>

Quality of Project Design (cont.)

Criterion	Subsection	Definitions	Optional Resources
(b) Quality of Project Design	(2) The extent to which the applicant documents that proposed solutions are based on the best available evidence including, where available, strong or moderate evidence.	<p>Strong evidence means evidence from studies with designs that can support causal conclusions (i.e., studies with high internal validity), and studies that in total, include enough of the range of participants and settings to support scaling up to the State, regional, or national level (i.e., studies with high external validity) <i>(See full details on page 44751)</i></p> <p>Moderate evidence means evidence from previous studies with designs that can support causal conclusions (i.e., studies with high internal validity) but have limited generalizability (i.e., moderate external validity) or from studies with high external validity but moderate internal validity <i>(See full details on page 44750)</i></p>	<p>“<i>Logic Model and Evidence Requirements</i>” (July 28th, 2016 - forthcoming) Department of Education</p> <p>http://innovation.ed.gov/what-we-do/parental-options/promise-neighborhoods-pn/</p>
(b) Quality of Project Design	(3) 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.	<p>Continuum of solutions <i>(See full details on page 44748)</i></p>	<p>“<i>Identifying Community Assets and Resources</i>” Community Toolbox (no date)</p> <p>http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/identify-community-assets/main</p>

Quality of Project Design (cont.)

Criterion	Subsection	Definitions	Optional Resources
(b) Quality of Project Design	(4) 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.	<p>Performance Measures for Promise Neighborhoods are the percentage of implementation grantees that attain or exceed the annual goals that they establish and that are approved ED for:</p> <ul style="list-style-type: none"> (a) Project indicators; (b) Improving systems; and (c) Leveraging resources <p><i>(See full details on page 44757)</i></p>	<p><i>“Building a Culture of Results: A Guide to Emerging Practices in Promise Neighborhoods”</i> Center for the Study of Social Policy (2016)</p> <p>http://www.cssp.org/media-center/blog/building-a-culture-of-results-in-promise-neighborhoods</p> <p><i>“Continually Improving Promise Neighborhoods: The Role of Case Management Data”</i> Urban Institute (2016)</p> <p>http://www.urban.org/research/publication/continually-improving-promise-neighborhoods-role-case-management-data</p>
(b) Quality of Project Design	(5) The extent to which the proposed project is supported by strong theory.	<p>Strong Theory means a rationale for the proposed process, product, strategy, or practice that includes a logic model.</p> <p><i>(See full details on page 44752)</i></p>	<p><i>“Logic Model and Evidence Requirements”</i> (July 28th, 2016 - forthcoming) Department of Education</p> <p>https://promiseneighborhoods.ed.gov/neighborhoods/how-apply-promise-neighborhoods-grant</p>

Q & A

(c) 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.
2. 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.

Quality of Project Services: 20 Points

Criterion	Subsection	Definitions	Optional Resources
(c) 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.	n/a	n/a
(c) Quality of Project Services	(2) Creating formal and informal partnerships, including the alignment of 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 according with the memorandum of understanding.	<p>Theory of action means an organization’s strategy regarding how, considering its capacity and resources, it will take the necessary steps and measures to accomplish its desired results. <i>(See full details on page 44752)</i></p> <p>Theory of change means an organization’s beliefs about how its inputs, and early and intermediate outcomes, relate to accomplishing its long-term desired results. <i>(See full details on page 44752)</i></p>	<p><i>“Building a Culture of Results: A Guide to Emerging Practices in Promise Neighborhoods”</i> Center for the Study of Social Policy (2016)</p> <p>http://www.cssp.org/community/neighborhood-investment/body/Building_a_Culture_of_Results.pdf</p> <p><i>“Logic Model and Evidence Requirements”</i> (July 28th, 2016 - forthcoming) Department of Education</p> <p>https://promiseneighborhoods.ed.gov/neighborhoods/how-apply-promise-neighborhoods-grant</p>

(d) 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.
2. 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.

Quality of the Management Plan: 20 Points



Criterion	Subsection	Definitions	Optional Resources
(d) Quality of the Management Plan	(1) 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.	Absolute Priority 1 (2)(b) Establish clear, annual goals for evaluating progress in improving systems, such as changes in policies, environments, or organizations that affect children and youth in the neighborhood. <i>(See full details on page 44745)</i>	<p><i>“Measuring Performance: A Guidance Document for Promise Neighborhoods on Collecting Data and Reporting Results”</i> Urban Institute (2013)</p> <p>http://www.urban.org/research/publication/measuring-performance-guidance-document-promise-neighborhoods-collecting-data-and-reporting-results</p>
(d) Quality of the Management Plan	(2) 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.	n/a	<p><i>“Data and Systems Requirements”</i> (2016) Department of Education</p> <p>https://promiseneighborhoods.ed.gov/neighborhoods/how-apply-promise-neighborhoods-grant</p> <p><i>“Results-Based Accountability Tools”</i> Clear Impact (no date)</p> <p>http://clearimpact.com/results-based-accountability/implementation-guide/tools/</p>

(e) Adequacy of Resources

The extent to which the—

1. Costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.
2. 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.

Adequacy of Resources: 15 Points

Criterion	Subsection	Definitions	Optional Resources
(e) 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.	n/a	<p><i>“Promise Neighborhood Investment Readiness Criteria”</i> Promise Neighborhoods Institute (2015)</p> <p>http://www.promiseneighborhoodsinstitute.org/find-resources/library/promise-neighborhood-investment-readiness-criteria</p>
(e) Adequacy of Resources	(2) 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 critical to the project’s long-term success; or more than one of these types of evidence.	n/a	<p><i>“Beyond Lessons in the Field: Planning for Growth and Sustainability of Promise Neighborhoods - Keys to Success”</i> Promise Neighborhoods Institute (2015)</p> <p>http://www.promiseneighborhoodsinstitute.org/find-resources/library/planning-for-growth-and-sustainability</p> <p><i>“Harlem Children’s Zone Business Plan”</i> The Bridgespan Group (2000)</p> <p>http://www.bridgespan.org/getdoc/dc568d54-5b13-40f9-ac20-8be6fb3b7cc9/Harlem-Children-s-Zone-Business-Plan.aspx#.V4f8lfrK01</p>

Additional Resources

Archived and Upcoming Webinars: <https://promiseneighborhoods.ed.gov/neighborhoods/how-apply-promise-neighborhoods-grant>

Early Learning in Promise Neighborhoods:

http://www.cssp.org/community/neighborhood-investment/body/Early_Learning_in_Promise_Neighborhoods.pdf

Postsecondary Success in Promise Neighborhoods:

http://www.cssp.org/community/neighborhood-investment/body/Postsecondary_Success_in_Promise_Neighborhoods.pdf

Building a Culture of Results: A Guide to Emerging Practices in Promise Neighborhoods:

http://www.cssp.org/community/neighborhood-investment/body/Building_a_Culture_of_Results.pdf

A Developmental Pathway for Achieving Promise Neighborhood Results

<https://promiseneighborhoods.ed.gov/pn/sites/default/files/resources/PNI-Developmental-Pathway-FINAL.pdf>

Collective Impact in Action: Improving Results for Children from Cradle to Career

https://issuu.com/891011/docs/promising_neighborhoods_institute/0

Promise Neighborhoods Frequently Asked Questions:

<http://www.urban.org/research/publication/promise-neighborhoods-frequently-asked-questions>

Featured Resources from the Promise Neighborhoods Institute

<http://www.promiseneighborhoodsinstitute.org/find-pni-resources>

Q & A

This concludes the webinar. We will now take any remaining questions.

For more information about Promise Neighborhoods, visit the following pages:

- Office of Innovation and Improvement: <http://innovation.ed.gov/what-we-do/parental-options/promise-neighborhoods-pn/>
- Department of Education: <http://www2.ed.gov/programs/promiseneighborhoods/index.html>
- Promise Neighborhoods Technical Assistance: <https://promiseneighborhoods.ed.gov/>