

NUTS & BOLTS of the FY 2022 PROMISE NEIGHBORHOODS COMPETITION

U.S. Department of Education

July 11, 2022/ 1:00pm (EST) -2:30pm (EST)



Agenda

- Welcome
- Background Overview
- Eligibility
- Requirements
- Priorities
- Selection Criteria
- Closing

Background: Statute

- The Promise Neighborhoods program is authorized under the Elementary and Secondary Education Act of 1965, as amended (ESEA).
- Program Authority: 20 U.S.C. 7273–7274
- All applicants are strongly encouraged to read the program statute prior to submitting a proposal for the FY 2022 Promise Neighborhoods competition.

Background: Purpose

- The purpose of the Promise Neighborhoods program is to significantly improve the academic and developmental outcomes of children living in the most distressed communities of the United States, including ensuring school readiness, high school graduation, and access to a community-based continuum of high-quality services.
- The program serves neighborhoods with high concentrations of low-income individuals; multiple signs of distress, which may include high rates of poverty, childhood obesity, academic failure, and juvenile delinquency, adjudication, or incarceration; and schools implementing comprehensive support and improvement activities or targeted support and improvement activities.
- All strategies in the continuum of solutions must be accessible to children with disabilities and English learners.

Background Overview: History & Previous Grantees

Fiscal Year	Type of Award	Number of New Awards
FY 2021	Implementation	8
FY 2018	Implementation	3
FY 2018	Extension	3
FY 2017	Implementation	4
FY 2016	Implementation	6
FY 2012	Planning	10
FY 2012	Implementation	7
FY 2011	Planning	15
FY 2011	Implementation	5
FY 2010	Planning	21

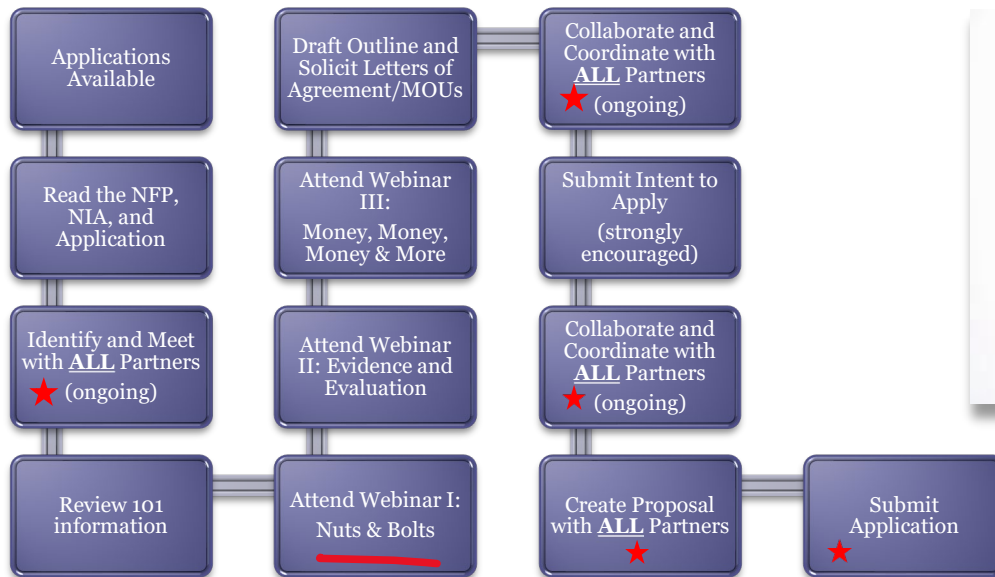
Background Overview: Key Dates

Action/ Activity	Date
Application Available	Wednesday, June 29, 2022
Webinar I Overview of Nuts and Bolts	Monday, July 11, 2022 1:00pm (EST) – 2:30pm (EST)
Webinar II Data/Evaluation/In-Depth Performance Indicators	Monday, July 18, 2022 1:00pm (EST) – 2:30pm (EST)
Webinar III Grant Budgets, Allowable Costs, Post Award	Monday, July 25, 2022 1:00pm (EST) – 2:30pm (EST)
Closing Date	Tuesday, September 27, 2022

Background Overview: Process



Background Overview: Process



← 90 DAYS →

Eligibility: Eligible Applicants

Institutions of Higher Education

- Section 102 of the HEA (20 U.S.C. 1002)

Indian Tribes or Tribal Organizations

- Section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 5304)

Nonprofit Entities

- Formal partnership with not less than one of the following entities:
- A high-need LEA.
- An institution of higher education, as defined in section 102 of the HEA (20 U.S.C. 1002).
- The office of a chief elected official of a unit of local government.
- An Indian Tribe or Tribal organization, as defined under section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 5304).

Eligibility: Cost Share/ Match

AP 1: Non-rural and Non-Tribal Communities

- Must obtain matching funds or in-kind donations equal to at least 100 percent of its grant award
- At least 10 percent of an applicant's total match must be cash or in-kind contributions from the private sector, which may include philanthropic organizations or private sources

AP 2: Rural Applicants

- Must obtain matching funds or in-kind donations equal to at least 50 percent of its grant award
- At least 10 percent of an applicant's total match must be cash or in-kind contributions from the private sector, which may include philanthropic organizations or private sources

AP 3: Tribal Communities

- Must obtain matching funds or in-kind donations equal to at least 50 percent of its grant award
- At least 10 percent of an applicant's total match must be cash or in-kind contributions from the private sector, which may include philanthropic organizations or private sources

Eligibility: Cost Share/ Match

Must obtain matching funds or in-kind donations equal to at least 50 percent of its grant award

- At least 10 percent of an applicant's total match must be cash or in-kind contributions from the private sector, which may include philanthropic organizations or private sources

Eligibility: Cost Share/ Match

- Applicants **MUST** :
 1. Demonstrate a commitment of matching funds in the application;
 2. Specify the source of the funds or contributions and in the case of a third-party in-kind contribution, a description of how the value was determined for the donated or contributed goods or service; **AND**
 3. Demonstrate the match commitment by including letters in their applications explaining the type and quantity of the match commitment with original signatures from the executives of organizations or agencies providing the match.

Eligibility: Cost Share/ Match

- Under section 4623(d)(1)(C) of the ESEA, the Secretary may consider decreasing the matching requirement in the most exceptional circumstances, on a case-by-basis.
- An applicant that is unable to meet the matching requirement must include in its application a request to the Secretary to reduce the matching requirement, including the amount of the requested reduction, the total remaining match contribution, and a statement of the basis for the request. The Secretary will grant this request only if an applicant demonstrates a significant financial hardship.

Eligibility: Cost Share/ Match

- An applicant should review the Department's cost-sharing and cost matching regulations, which include specific limitations, in 2 CFR 200.306 and the cost principles regarding donations, capital assets, depreciations, and allowable costs, set out in subpart E of 2 CFR part 200.
- The Secretary does not, as a general matter, anticipate waiving the matching requirement. Furthermore, given the importance of matching funds to the long-term success of the project, eligible entities must identify appropriate matching funds in the proposed budget.

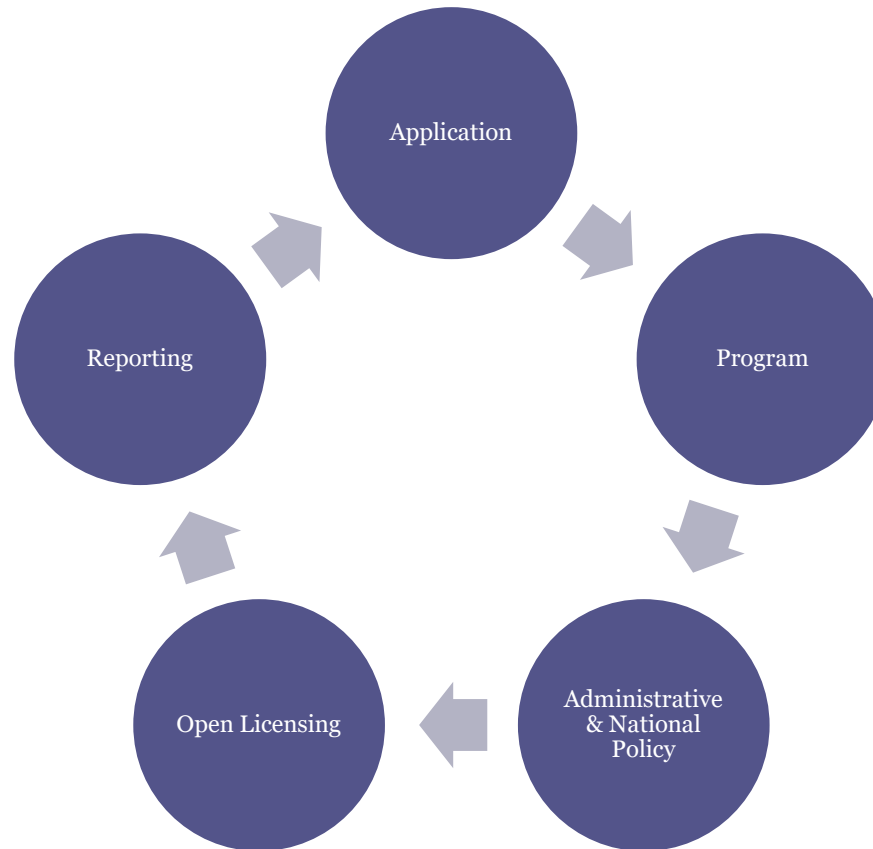
Eligible Applicants: Indirect Cost Rate

- This program uses an unrestricted indirect cost rate.
- For more information regarding indirect costs, or to obtain a negotiated indirect cost rate, please see www2.ed.gov/about/offices/list/ocfo/intro.html.

Eligible Applicants Subgrantees

- The grantee may award subgrants to entities it has identified in an approved application or that it selects through a competition under procedures established by the grantee.

Requirements



Application Requirements

(1) A plan to significantly improve the academic outcomes of children living in the geographically defined area (neighborhood) that is served by the eligible entity by providing pipeline services that address the needs of children in the neighborhood, as identified by the needs analysis; and that is supported by effective practices.

Application Requirements

(2) A description of the neighborhood the eligible entity will serve.

Note: Applicants may propose to serve multiple, non-contiguous geographically defined areas, that is to say geographic areas that are not adjacent to one another. In cases where target areas are non-contiguous, the applicant should explain its rationale for including non-contiguous areas.

Application Requirements

(3) An applicant must demonstrate that its proposed project—

(a) Is representative of the geographic area proposed to be served (as defined in this notice); **and**

(b) Would provide a majority of the solutions from the applicant's proposed pipeline services in the geographic area proposed to be served.

Application Requirements

(4) An analysis of the needs and assets of the neighborhood, including:

(a) The size and scope of the population affected;

(b) A description of the process through which the needs analysis was produced, including a description of how parents, families, and community members were engaged in such analysis;

Application Requirements

(4) An analysis of the needs and assets of the neighborhood, including:

(c) An analysis of community assets and collaborative efforts (including programs already provided from Federal and non-Federal sources) within, or accessible to, the neighborhood, including, at a minimum, early learning opportunities, family and student supports, local businesses, local educational agencies, and institutions of higher education;

(d) The steps that the eligible entity is taking at the time of the application to address the needs identified in the needs analysis; **and**

(e) Any barriers the eligible entity, public agencies, and other community-based organizations have faced in meeting such needs.

Application Requirements

(5) A description of --

- (i) all information the entity used to identify the pipeline services to be provided, which shall not include information that is more than 3 years old; **and**
- (ii) how the eligible entity will collect data on children served by each pipeline service and increase the percentage of children served over time.

Application Requirements

(6) A description of how the pipeline services will facilitate the coordination of the following activities:

(a) Providing early learning opportunities for children, including by:

(i) Providing opportunities for families to acquire the skills to promote early learning and child development; **and**

(ii) Ensuring appropriate diagnostic assessments and referrals for children with disabilities and children aged 3 through 9 experiencing developmental delays, consistent with the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), where applicable.

(b) Supporting, enhancing, operating, or expanding rigorous, comprehensive, effective educational improvements, which may include high-quality academic programs, expanded learning time, and programs and activities to prepare students for postsecondary education admissions and success.

Application Requirements

(6) A description of how the pipeline services will facilitate the coordination of the following activities:

(c) Supporting partnerships between schools and other community resources with an integrated focus on academics and other social, health, and familial supports.

(d) Providing social, health, nutrition, and mental health services and supports, for children, family members, and community members, which may include services provided within the school building.

(e) Supporting evidence-based programs that assist students through school transitions, which may include expanding access to postsecondary education courses and postsecondary education enrollment aid or guidance, and other supports for at-risk youth.

Application Requirements

(7) Each applicant **must** submit, as part of its application, a preliminary memorandum of understanding, signed by each organization or agency with which it would partner in implementing the proposed PN program. Within the preliminary memorandum of understanding, all applicants **must** detail each partner's financial, programmatic, and long-term commitment with respect to the strategies described in the application. Under section 4624(c) of the ESEA, applicants that are non-profit entities **must** submit a preliminary memorandum of understanding signed by each partner entity or agency, which **must** include at least one of the following: A high-need LEA; an institution of higher education, as defined in section 102 of the HEA (20 U.S.C. 1002); the office of a chief elected official of a unit of local government; or an Indian Tribe or Tribal organization as defined in section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 5304).

Application Requirements

(8) A description of the process used to develop the application, including the involvement of family and community members. In addressing this paragraph, an applicant **must** provide a description of the process used to develop the application, which **must** include the involvement of an LEA(s) (including but not limited to the LEA's or LEAs' involvement in the creation and planning of the application and a signed Memorandum of Understanding) and at least one public elementary or secondary school that is located within the identified geographic area that the grant will serve.

Application Requirements

(9) A description of the strategies that will be used to provide pipeline services (including a description of which programs and services will be provided to children, family members, community members, and children within the neighborhood) to support the purpose of the Promise Neighborhoods program.

Application Requirements

- (10) An explanation of the process the eligible entity will use to establish and maintain family and community engagement, including:
- (a) Involving representative participation by the members of such neighborhood in the planning and implementation of the activities of each grant awarded;
 - (b) The provision of strategies and practices to assist family and community members in actively supporting student achievement and child development;
 - (c) Providing services for students, families, and communities within the school building; **and**

Application Requirements

(10) An explanation of the process the eligible entity will use to establish and maintain family and community engagement, including:

(d) Collaboration with institutions of higher education, workforce development centers, and employers to align expectations and programming with postsecondary education and workforce readiness.

Application Requirements

(11) An explanation of how the eligible entity will continuously evaluate and improve the continuum of high-quality pipeline services to provide for continuous program improvement and potential expansion.

Application Requirements

(12) In addressing the application requirements in paragraphs (4), (5), and (6), an applicant **must** clearly demonstrate needs, including a segmentation analysis, gaps in services, and any available data from within the last 3 years to demonstrate needs. The applicant **must** also describe proposed activities that address these needs and the extent to which these activities are evidence-based. The applicant **must** also describe its, or its partner organization's, if applicable, experience providing these activities, including any data demonstrating effectiveness.

Program Requirements

- (1) Each grantee under the PN competition **must** use the grant funds to implement the pipeline services and continuously evaluate the success of the program and improve the program based on data and outcomes. Section 4624(d) of the ESEA.
- (2) Grantees may use not less than 50 percent of grant funds in year one, and not less than 25 percent of grant funds in year two for planning activities to develop and implement pipeline services.
- (3) Grantees that operate a school in a neighborhood served by a grant program **must** provide such school with the operational flexibility, including autonomy over staff, time, and budget, needed to effectively carry out the activities described in this notice.

Program Requirements

- (4) Grantees cannot, in carrying out activities to improve early childhood education programs, use PN funds to carry out the following activities:
- i. Assessments that provide rewards or sanctions for individual children or teachers.
 - ii. A single assessment that is used as the primary or sole method for assessing program effectiveness.
 - iii. Evaluation of children, other than for the purposes of improving instruction, classroom environment, professional development, or parent and family engagement, or program improvement.



Q&A

Priorities

Absolute Priorities (AP)

AP 1
Non-Rural and Non-Tribal
Communities

AP 2
Rural Communities

AP 3
Tribal Communities

Competitive Preference Priorities (CPP)

CPP 1
Strengthening Cross-Agency
Coordination and Community
Engagement to Advance Systemic
Change (up to 5 points)

CPP 2
Increasing Postsecondary
Education Access, Affordability,
Completion, and Post-Enrollment
Success (up to 3 points).

CPP 3
Evidence-Based Activities to
Support Academic Achievement (0
or 2 points).

Invitational Priority (IP)

IP
Increasing the Number or Percent
of Students Who Complete the
Free Application for Federal
Student Aid (FAFSA).



Selection Criteria

Need for project (up to 20 points).

In determining the need for the proposed project, the Secretary considers the following factors--

- (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 (up to 5 points);
- (2) 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--
 - (i) The nature and magnitude of those gaps or weaknesses (up to 5 points); and
 - (ii) A pipeline of solutions addressing the identified gaps and weaknesses, including solutions targeted to early childhood, K–12, family and community supports, and college and career (up to 10 points).

Selection Criteria

Quality of project services (up to 30 points).

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:

- (1) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (34 CFR 75.210) (up to 10 points);
- (2) 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 (34 CFR 75.210) (up to 10 points);
and
- (3) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services (34 CFR 75.210) (up to 10 points).

Selection Criteria

Quality of project design (up to 20 points).

In determining the quality of project design for the proposed project, the Secretary considers the following factors--

- (1) The extent to which the applicant describes a plan to create a complete pipeline of services, without time and resource gaps, that is designed to prepare all children in the neighborhood to attain a high-quality education and successfully transition to college and a career (up to 15 points); and
- (2) The extent to which the project will significantly increase the proportion of students in the neighborhood that are served by the complete continuum of high-quality services (up to 5 points).

Selection Criteria

Quality of the management plan (up to 15 points).

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 following factors:


- (1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks (34 CFR 75.210) (up to 5 points); and
- (2) The experience, lessons learned, and proposal to build capacity of the applicant's management team and project director in 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 (2011 PN NFP) (up to 10 points).

Selection Criteria

Adequacy of resources (up to 15 points).

The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers:

- (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 (34 CFR 75.210) (up to 5 points);
- (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 multiyear financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., State educational agencies, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence (34 CFR 75.210) (up to 5 points); and
- (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 (2011 PN NFP) (up to 5 points).



Q&A

- Promise Neighborhoods Websites:
 - <https://promiseneighborhoods.ed.gov>
 - <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/school-choice-improvement-programs/promise-neighborhoods-pn/>
- NIA
 - <https://www.federalregister.gov/documents/2022/06/29/2022-13916/applications-for-new-awards-promise-neighborhoods-pn-program>
- Developmental Pathway for Achieving Results:
 - <https://www.policylink.org/resources/pn-developmental-pathway>
- Measuring Performance: A Guidance Document for Promise Neighborhoods on Collecting Data and Reporting Results
 - <https://www2.ed.gov/programs/promiseneighborhoods/pndataguidance.pdf>

THANK
YOU!