

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

Status: Submitted

Last Updated: 06/15/2018 12:59 PM

## Technical Review Coversheet

**Applicant:** Folk Arts-Cultural Treasures Charter School (U282E180006)

**Reader #2:** \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Assisting Educationally Disadvantaged Students</b>		
1. Disadvantaged Students	15	15
<b>Quality of Project Design</b>		
1. Project Design	30	25
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	10
<b>Quality of the Management Plan</b>		
1. Management Plan	10	6
<b>Quality of the Eligible Applicant</b>		
1. Eligible Applicant	20	15
<b>Continuation Plan</b>		
1. Continuation Plan	15	5
<b>Sub Total</b>	100	76
<b>Priority Questions</b>		
<b>Competitive Preference Priority 1</b>		
<b>Access to High-Quality Educational Choice</b>		
1. Increasing Access	2	2
<b>Sub Total</b>	2	2
<b>Competitive Preference Priority 2</b>		
<b>Dual or Concurrent Enrollment Programs</b>		
1. Enrollment Programs	2	0
<b>Sub Total</b>	2	0
<b>Total</b>	104	78

# Technical Review Form

Panel #1 - CSP Developers (84.282E) - 1: 84.282E

Reader #2: \*\*\*\*\*

Applicant: Folk Arts-Cultural Treasures Charter School (U282E180006)

## Questions

### Selection Criteria - Assisting Educationally Disadvantaged Students

1. **The significance of the contribution the proposed project will make in expanding educational Opportunities for educationally disadvantaged students and enabling those students to meet challenging State academic standards. In determining the significance of the contribution the proposed project will make, the Secretary considers the quality of the plan to ensure that the charter school the applicant proposes to replicate or expand will recruit and enroll educationally disadvantaged students and serve those students at rates comparable to surrounding public schools.**

#### Strengths:

The project addresses serving middle school students who are beginning English Language Learners which will also address the challenges faced by immigrant and refugee youth in grades 6-8. This program is not available through the school district of Philadelphia which only has a newcomer program in high school. The percentage of students the school serves with English Learner Development Services is 19% and students with disabilities is 16%. Both percentages are larger in comparison to the city school district of Philadelphia as noted on page e19 of the application. The current student body reflects 69% Asian, 15% African American, 5% Latino, 4% White, 7% Multiracial, and 70% children with home language other than English. The applicant also states that the recent scores on the Math PSSA tests, students scored 62% advanced or proficient compared to the 19% of school district of Philadelphia.

#### Weaknesses:

None noted.

Reader's Score: 15

### Selection Criteria - Quality of Project Design

1. **The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:**

Reader's Score: 25

#### Sub Question

1. **(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable**

#### Strengths:

There are goals and objectives that are stated to expand the enrollment of students that are educationally disadvantaged students to quality charter education. For example FACTS will expand from two classrooms per grade which supports the need for a larger facility as stated on page e24.

**Sub Question**

**Weaknesses:**

The goals as stated on page e24 does not suggest the applicant has a high expectation of meeting academic standards for all of its students. Goal 3 states that FACTS will met or exceed state averages on Math PSSAs and ELA PSSAs. As noted on page, e34 the city district's scores for advanced and proficiency in math and ELA were 19% and 33% respectively. The other goals as mentioned on page e24 were not measurable to warrant the costs to expand the project. The project stated that it needs additional funding for construction of a building to house an increase of students only.

**Reader's Score: 10**

**2. (2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs**

**Strengths:**

The project intends to address the needs of increasing the number of English Learners as stated through the goals and objectives as noted on pages e23, e24, and e25. FACTS will expand by adding a minimum of 28 students per K-8 section. There The applicant intends to welcome students from of all home languages and cultures through enrichment opportunities as well as the inclusion of teaching standards through culture awareness. The school has experience in the area of expansion of the grades that supports the target population as noted on page e25.

**Weaknesses:**

None noted.

**Reader's Score: 15**

**Selection Criteria - Quality of Project Personnel**

**1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers:**

**Reader's Score: 10**

**Sub Question**

**1. (1) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability**

**Strengths:**

On page e40, the current staff is replicated 28 out of 51 are people of color. The total staff composition is therefore: 41% Asian American, 9% African American, 7% Latina, 43% European American.

**Weaknesses:**

None noted.

**Reader's Score: 1**

**2. (2) The qualifications, including relevant training and experience, of key project personnel**

**Sub Question**

**Strengths:**

The personnel of FACTS have experience with teaching EL students and students with disabilities as noted in copies of resumes beginning on page e71. The project director also has experience with the community in service as note on page e71.

**Weaknesses:**

None noted.

**Reader's Score:** 9

**Selection Criteria - Quality of the Management Plan**

- 1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the 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.**

**Strengths:**

Each goal has specific milestones for each goal that is clearly defined as noted beginning on page e247.

**Weaknesses:**

Some of the milestones may not allow the applicant to make the goals. For example on page e254, the short term outcomes states that at least 80% of math teachers report "feeling supported in growing as math teachers", this example will not support the goal that FACTS will maintain its high level of academic performance as it expands.

**Reader's Score:** 6

**Selection Criteria - Quality of the Eligible Applicant**

- 1. The extent to which the applicant demonstrates that the charter school to be replicated or expanded is a high-quality charter school, including:**

**(1) The degree to which the applicant has demonstrated success in increasing academic achievement, including graduation rates where applicable, for all students and for each of the subgroups of students described in section 1111(c)(2) of the ESEA, attending the charter schools the applicant operates or manages. These subgroups of students include: Economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and students who are ELs.**

**(2) The extent to which the academic achievement results (including annual student performance on statewide assessments and annual student attendance and retention rates, and where applicable and available, student academic growth, high school graduation rates, college attendance rates, and college persistence rates) for educationally disadvantaged students served by the charter schools operated or managed by the applicant have exceeded the average academic achievement results for such students in the State.**

**(3) The extent to which charter schools operated or managed by the applicant have been closed; have had a charter revoked due to noncompliance with statutory or regulatory requirements; have had their affiliation with the applicant revoked or terminated, including through voluntary disaffiliation; have had any significant issues in the area of financial or operational management; have experienced significant problems with statutory or regulatory compliance that could lead to revocation of the school's charter; and have had any significant issues with respect to student safety.**

**Strengths:**

The data supplied in the appendices of this application in the annual charter evaluation of 2017 supports that the school should expand. On page e167, the evaluation showcases a "meet standard" rating in academic success, proficiency, attendance, and growth. The school is also in compliance with fiscal management as noted on page e181.

**Weaknesses:**

Because the applicant is applying to expand their ELL program, there is concern that in 2017 59% of EL students (39 out of 66) did not receive 5 days of ESL instruction per week during the 2016-2017 school year on page e167

**Reader's Score: 15**

**Selection Criteria - Continuation Plan**

- 1. The extent to which the eligible applicant is prepared to continue to operate charter schools that would receive grant funds in a manner consistent with the eligible applicant's application once the grant funds under this program are no longer available.**

**Strengths:**

Because the eligible applicant included a management plan that included additional funding as noted in the budget narrative and throughout the plan on page e167. The main source of this grant is for construction which is a one time cost.

**Weaknesses:**

There was not a continuation plan needed as the main sources of this grant were for construction of a building and initial recruitment of additional students and staff.

**Reader's Score: 5**

**Priority Questions**

**Competitive Preference Priority 1 - Access to High-Quality Educational Choice**

- 1. Competitive Preference Priority 1—Supporting High-Need Students by Increasing Access to High-Quality Educational Choice**

**This priority is for projects that are designed to increase access to educational choice and improve academic outcomes and learning environments for one or more of the following groups of students:**

- (i) Students in communities served by rural local educational agencies**
- (ii) Children with disabilities**
- (iii) English learners**
- (iv) Students who are members of federally recognized Indian Tribes.**

**Note: Applicants may choose to respond to one or more of the priority areas and are not required to respond to each priority area in order to receive the maximum available points under this competitive preference priority.**

**Strengths:**

This applicant supports the English Language Learners and students with disabilities as noted on pages e19-e21.

**Weaknesses:**

None noted.

**Reader's Score: 2**

**Competitive Preference Priority 2 - Dual or Concurrent Enrollment Programs**

**1. Competitive Preference Priority 2—Dual or Concurrent Enrollment Programs and Early College High Schools**

The extent to which the proposed project is designed to increase student access to, participation in, and completion of dual or concurrent enrollment programs or early college high schools.

**Strengths:**

None noted.

**Weaknesses:**

None noted. The evidence to support this priority was non-existent in the application.

**Reader's Score: 0**

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**Status:** Submitted

**Last Updated:** 06/15/2018 12:59 PM

Status: Submitted

Last Updated: 06/13/2018 01:32 PM

## Technical Review Coversheet

**Applicant:** Folk Arts-Cultural Treasures Charter School (U282E180006)

**Reader #3:** \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Assisting Educationally Disadvantaged Students</b>		
1. Disadvantaged Students	15	12
<b>Quality of Project Design</b>		
1. Project Design	30	30
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	7
<b>Quality of the Management Plan</b>		
1. Management Plan	10	10
<b>Quality of the Eligible Applicant</b>		
1. Eligible Applicant	20	13
<b>Continuation Plan</b>		
1. Continuation Plan	15	7
<b>Sub Total</b>	100	79
<b>Priority Questions</b>		
<b>Competitive Preference Priority 1</b>		
<b>Access to High-Quality Educational Choice</b>		
1. Increasing Access	2	2
<b>Sub Total</b>	2	2
<b>Competitive Preference Priority 2</b>		
<b>Dual or Concurrent Enrollment Programs</b>		
1. Enrollment Programs	2	0
<b>Sub Total</b>	2	0
<b>Total</b>	104	81

# Technical Review Form

Panel #1 - CSP Developers (84.282E) - 1: 84.282E

Reader #3: \*\*\*\*\*

Applicant: Folk Arts-Cultural Treasures Charter School (U282E180006)

## Questions

### Selection Criteria - Assisting Educationally Disadvantaged Students

1. **The significance of the contribution the proposed project will make in expanding educational Opportunities for educationally disadvantaged students and enabling those students to meet challenging State academic standards. In determining the significance of the contribution the proposed project will make, the Secretary considers the quality of the plan to ensure that the charter school the applicant proposes to replicate or expand will recruit and enroll educationally disadvantaged students and serve those students at rates comparable to surrounding public schools.**

#### Strengths:

FACTS is a nationally recognized achievement gap closing school and was recently approved by the Philadelphia SRC to add more than 300 seats to its campus. It was intentionally designed as a "diverse school" and targets immigrant and refugee students. 19% of current FACTS students are ELLs. (e15) Plan objectives include adding students at all grade levels and continuing to serve more ELL students than surrounding schools. (e15) FACTS current student body is at least 63% low income. (e22) The student body is diverse, with 69% Asian, 15% black, 5% latino, 4% white, and 7% multiracial students. (e23) 70% of students have a primary home language other than english. (e23) The new school building will be only a few blocks from the current building, so the school's geographical recruitment will not change. The narrative specifically states that the school intends to intentionally recruit high percentages of ELLs. (e25)

#### Weaknesses:

Based on the School District of Philadelphia (SDP) annual evaluation, the school has a significantly lower percentage of low income students than the District, 63% v. 74%. The school also has barely more ELLs and SWD (14% v. 11% and 16% v. 15% respectively) than the District. (e166) While the school has low suspension rates overall, the SDP annual report appears to indicate issues of equity, specifically, Asian students, who are the majority of the student body (over 70%), have a 0% suspension rate, but black students have a 9% rate, multi-racial students 3%, and SWD 4% (with all other groups being unreported due to FERPA. (e183)

Reader's Score: 12

### Selection Criteria - Quality of Project Design

1. **The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:**

Reader's Score: 30

#### Sub Question

1. **(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable**

**Sub Question**

**Strengths:**

The narrative includes specific goals and objectives that are aligned and expressed in measurable terms. (e24-5)  
The applicant included a detailed logic model (e247-264) that addressed not only each goal and objective, but also describes the assumptions used in setting the project goals and also clearly identified inputs and resources, activities and tasks, outputs, short and long term outcomes, and the ultimate impact sought.

**Weaknesses:**

None noted.

**Reader's Score: 15**

**2. (2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs**

**Strengths:**

As previously described, the current FACTS population is diverse economically, ethnically, and racially, and serves a high percentage of students considered to be educationally disadvantaged. (e15, 23) The narrative specifically identifies anticipated challenges expected during the expansion period, and correctly identifies school year 2020-21 as the most challenging project year because of the large influx of new students to the school in its new facility, when they will add five classrooms worth of students across grades K-5. (e25) The narrative identifies the existing best practices that the school intends to emphasize in order to deal with expected school culture norming and foundational skill gaps for this large group of new students. Specifically, these include Rtl, increased PBIS opportunities, intentional staff recruitment, onboarding, and culture building, and targeting special resources to SEL needs of students. The narrative describes the specific best practices the school uses to serve its diverse population and specifically ELL students including:

-welcoming home languages and cultures into the school through the embedded folk arts integration as well as specials and special programming annually. (e25-8)

-committing significant resources to EL development programs, including four grade level division EL teachers in addition to an EL teacher specifically for the sheltered MS Newcomer program. (e29)

The narrative also describes the best practices that are core to the school's academic model which are designed to support underserved students, including:

-practicing cultural competence (e31);

-folk arts infusion (e32);

-teaching SEI (e32) including proactive teaching and reactive systems like Responsive Classroom and Developmental Designs -rigorous, research based, CCSS-aligned curricular products (e33) such as Singapore and Eureka Math, TCRWP;

-focus on developing critical thinking (e34); and

-reflective and collaborative staff practices (e34). The annual report indicates that FACTS has strong staff and student retention numbers and almost no student mobility issues. (e182)

Additionally, the budget indicates that the spending of grants funds shifts over time, during the first two years, it pays for a staff member to manage the construction project to ensure that current staff do not neglect the current student body, and then in year three a significant investment is made into direct student costs to support the significant new student population. (e265-267)

**Weaknesses:**

None noted.

**Reader's Score: 15**

**Selection Criteria - Quality of Project Personnel**

1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers:

Reader's Score: 7

Sub Question

1. (1) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability

**Strengths:**

FACTS has a diverse board of trustees, half men and half women, though like the school it skews heavily Asian (six members), with two white members, one black member and one hispanic member. (e40) The school leadership team is more balanced, with two asian, two black, one hispanic, and three white members. The broader school staff is "majority minority" with 28 of 51 staff members of color. Of those, 22 are asian, 3 black, and three hispanic. Staff members speak a total of eight languages. Further, the applicant identifies a recruitment platform with a diverse talent pool of educators in the geographic region. (e41)

**Weaknesses:**

None noted.

Reader's Score: 1

2. (2) The qualifications, including relevant training and experience, of key project personnel

**Strengths:**

The named project staff all have, as evidenced by their resumes (e71-e87), appropriate degrees and professional training and sufficient career experience in their respective fields to successfully handle their assigned dues. The project director, Ellen Somekawa, has lead the school since 2014, during which time FACTS has been federally recognized as a Blue Ribbon School, and the school has been highly rated by the SDP. Her project duties are aligned with her resume and position at the school. (e41) FACTS appropriately understands the scope of a new building project, and intends to hire a facilities manager/tenant rep to ensure that the facility expansion does not distract current staff from their duties. (e42)

**Weaknesses:**

The application does not include specific data points establishing the specific successes of the principal (hired 2012) and ED (hired 2014) who are named in the section, nor for the unnamed staff members, to establish a positive performance trend for the school under their leadership. (e37) The proposal does not appear to include a job description for the facilities manager. The narrative does not explain who is responsible for the Newcomers program portion of the project.

Reader's Score: 6

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the 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.

**Strengths:**

The application includes a detailed management plan table within the narrative (e43-45) which specifies tasks, timelines, and responsible parties. The management plan is divided between the three years for which funding is requested. The management plan table includes specific deadlines and milestones as well as the time ranges during which work will occur. The plan aligns with the logic model presented in the appendix.

**Weaknesses:**

None noted.

**Reader's Score: 10**

**Selection Criteria - Quality of the Eligible Applicant**

1. The extent to which the applicant demonstrates that the charter school to be replicated or expanded is a high-quality charter school, including:

(1) The degree to which the applicant has demonstrated success in increasing academic achievement, including graduation rates where applicable, for all students and for each of the subgroups of students described in section 1111(c)(2) of the ESEA, attending the charter schools the applicant operates or manages. These subgroups of students include: Economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and students who are ELs.

(2) The extent to which the academic achievement results (including annual student performance on statewide assessments and annual student attendance and retention rates, and where applicable and available, student academic growth, high school graduation rates, college attendance rates, and college persistence rates) for educationally disadvantaged students served by the charter schools operated or managed by the applicant have exceeded the average academic achievement results for such students in the State.

(3) The extent to which charter schools operated or managed by the applicant have been closed; have had a charter revoked due to noncompliance with statutory or regulatory requirements; have had their affiliation with the applicant revoked or terminated, including through voluntary disaffiliation; have had any significant issues in the area of financial or operational management; have experienced significant problems with statutory or regulatory compliance that could lead to revocation of the school's charter; and have had any significant issues with respect to student safety.

**Strengths:**

FACTS received a 2016 USDOE Blue Ribbon Award for Achievement Gap Closing School. The school outcores the district and "similar schools" on the PSSA in all three academic areas. (e169-171) The school has significantly higher average attendance rates than the district (more than double) and similar schools. (e172)

**Weaknesses:**

Data tables provided in the narrative (e46) indicate a falling three year trend for FACTS as a whole on ELA, with a rising trend in Math. All listed subgroups significantly underperform the schoolwide and asian student percentages proficient. The overall trends for these subgroup mirror the trend at the school level in both subjects. While the SDP annual report indicates an upward trend on organizational compliance and viability standards, it is troubling that the school appears to have consistently missed standards in the SpEd domain. (e168) The SDP annual report indicates a downward trend in financial health & sustainability, however this could be due to the preparation for the new facility. (e168) The annual report indicates that all student subgroups and grade levels are outscoring both the district and "similar schools" on ELA measures, however, there is a significant gap between Asian and black students, and for ELLs and SWD. (e169) This gap is even more pronounced in Math for black students and SWD, who performed worse, while ELL students performed better. (e170) The annual report indicates that attendance is low overall (although the SDP measure is confusing and does not appear to correlate to the more standard calculations such as ADA) at 83%, there are again significant gaps between Asian students (92%) and black students (64%) and multiracial students (59%). (e172) According to the annual report, in SY 2016-17, 59% of EL students did not get 5 days of ESL instruction per week. (e174) this is especially troubling given that the project is so heavily designed to serve ELLs.

### Selection Criteria - Continuation Plan

- 1. The extent to which the eligible applicant is prepared to continue to operate charter schools that would receive grant funds in a manner consistent with the eligible applicant's application once the grant funds under this program are no longer available.**

**Strengths:**

While the school missed the standard for cash on hand on the SDP annual review, the standard is high at 60 days, and the school had nearly 58 days. (e179) It is also notable that on the three year averages, the school is actually much more financially compliant. FACTS has operated successfully for over 13 years.

**Weaknesses:**

The applicant largely fails to address this criterion in the narrative. This is especially concerning given the negative financial trend and recent increased pension liabilities along with the cost of facility construction. The applicant does not discuss fundraising, grant writing, or other non-tax dollar sustainability plan. The SDP annual report indicates that the school has a downward trend on financial measures overall, as previously stated. Further, due to recent statutory changes the school is effectively running a \$213K deficit. (e176) the school fails to meet the SDP standard for either net position or fund balance on either the FY17 values or the 3 year averages. (e180) The district has previously had to withhold per pupil funding in order to make up for missed payments to the pension system. Additionally, the SDP annual report indicates that the school has open debts to the two organizations which founded it, totaling over \$73K.

### Priority Questions

#### Competitive Preference Priority 1 - Access to High-Quality Educational Choice

- 1. Competitive Preference Priority 1—Supporting High-Need Students by Increasing Access to High-Quality Educational Choice**

**This priority is for projects that are designed to increase access to educational choice and improve academic outcomes and learning environments for one or more of the following groups of students:**

- (i) Students in communities served by rural local educational agencies**
- (ii) Children with disabilities**
- (iii) English learners**
- (iv) Students who are members of federally recognized Indian Tribes.**

**Note: Applicants may choose to respond to one or more of the priority areas and are not required to respond to each priority area in order to receive the maximum available points under this competitive preference priority.**

**Strengths:**

The current campus is located within an immigrant-heavy geography, Philadelphia's Chinatown community. The SDP awarded the school Model Status on its annual evaluation. The school is currently piloting a "Newcomer" program for MS students who are classified as begging ELLs. This is a SIOP program specifically designed to meet the needs of immigrant and refugee students. It teaches "survival, social, and academic English." It is also described as a high school prep program. It is the only program of its type in the city for middle school students, the district offers similar programs only for HS students. (e18)

FACTS serves far more ELLs (19%) than the district average (11%) or the city charter school average (4%). FACTS also serves slightly more SWD than the SDP (16% v. 14%). (e19)

**Weaknesses:**

None noted.

**Reader's Score: 2**

**Competitive Preference Priority 2 - Dual or Concurrent Enrollment Programs**

**1. Competitive Preference Priority 2—Dual or Concurrent Enrollment Programs and Early College High Schools**

The extent to which the proposed project is designed to increase student access to, participation in, and completion of dual or concurrent enrollment programs or early college high schools.

**Strengths:**

This CPP is not addressed.

**Weaknesses:**

This CPP is not addressed.

**Reader's Score: 0**

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**Status:** Submitted  
**Last Updated:** 06/13/2018 01:32 PM

Status: Submitted

Last Updated: 06/21/2018 08:05 AM

## Technical Review Coversheet

**Applicant:** Folk Arts-Cultural Treasures Charter School (U282E180006)

**Reader #1:** \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Assisting Educationally Disadvantaged Students</b>		
1. Disadvantaged Students	15	12
<b>Quality of Project Design</b>		
1. Project Design	30	24
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	8
<b>Quality of the Management Plan</b>		
1. Management Plan	10	6
<b>Quality of the Eligible Applicant</b>		
1. Eligible Applicant	20	15
<b>Continuation Plan</b>		
1. Continuation Plan	15	10
<b>Sub Total</b>	100	75
<b>Priority Questions</b>		
<b>Competitive Preference Priority 1</b>		
<b>Access to High-Quality Educational Choice</b>		
1. Increasing Access	2	2
<b>Sub Total</b>	2	2
<b>Competitive Preference Priority 2</b>		
<b>Dual or Concurrent Enrollment Programs</b>		
1. Enrollment Programs	2	0
<b>Sub Total</b>	2	0
<b>Total</b>	104	77

# Technical Review Form

Panel #1 - CSP Developers (84.282E) - 1: 84.282E

Reader #1: \*\*\*\*\*

Applicant: Folk Arts-Cultural Treasures Charter School (U282E180006)

## Questions

### Selection Criteria - Assisting Educationally Disadvantaged Students

1. **The significance of the contribution the proposed project will make in expanding educational Opportunities for educationally disadvantaged students and enabling those students to meet challenging State academic standards. In determining the significance of the contribution the proposed project will make, the Secretary considers the quality of the plan to ensure that the charter school the applicant proposes to replicate or expand will recruit and enroll educationally disadvantaged students and serve those students at rates comparable to surrounding public schools.**

#### Strengths:

(e19) The mission of the school is to support refugee and Asian immigrant students. As a school with this as its primary mission, the school will serve a much higher percentage of EL learners than other schools. Charter schools in the city serve less than the district average, increasing the enrollment of this school will help reduce this under-enrollment. The school is proposing to grow by 339 students, of which 19% (its current % served) are predicted to be English Language learners (e15). (e21) A core aspect of the school's philosophy is by honoring students' cultural background "...students, staff and families of our school are cultural treasures; they are sources of knowledge. Too often children, especially children living in poverty, immigrant/refugee children, and children who speak non-standard English are asked to check their home cultures, their community knowledge and community ways of knowing at the door of the school. But FACTS drives success by making connections with the diverse cultural communities in our school and reducing the home/school divide."

#### Weaknesses:

(e18, e43, Limited program information regarding the Newcomer program for middle school student, a sheltered program designed to address the particular challenges faced by immigrant and refugee youth in grades 6-8, in the beginning stages of learning English, including survival, social, and academic English " (e43) Includes a limited discussion of the admission process.

Reader's Score: 12

### Selection Criteria - Quality of Project Design

1. **The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:**

Reader's Score: 24

#### Sub Question

1. **(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable**

**Sub Question**

**Strengths:**

(e24) The application has four goals. Three of the four are based on a move to a larger facility. The fourth goal is that the institution will continue to have the program attributes that has allowed it to be successful. (e26) The school is very intentional in its diversity "...FACTS is a deliberately multi-racial/ multi-ethnic school that values the knowledge, wisdom, and traditions of all our families." "...Our program also supports intercultural relationship building through direct substantive experiences with the heritage arts of other cultural groups. Furthermore, the structure and goals of the Folk Arts Program are set up to accommodate diverse learning styles and to intentionally include students who may not be excelling academically, or may who have learning disabilities or other challenges."

**Weaknesses:**

(e15) The main strategy is moving into a larger facility and adding one class per grade level. There is limited discussion regarding how the school will grow by 50% while maintaining program quality.

**Reader's Score: 12**

**2. (2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs**

**Strengths:**

(e23), The design of the program is appropriate because it is an expansion of an existing successful program. It is not a new program, or a significantly modified program, and except for the Newcomer Program, is a linear continuation/expansion of the school's existing program.

**Weaknesses:**

(e24) Some of the objectives listed under the goals lack concrete measurements, e.g., "Objective: FACTS will continue to grow its specialized program designed for middle school beginning English Learners"

**Reader's Score: 12**

**Selection Criteria - Quality of Project Personnel**

**1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers:**

**Reader's Score: 8**

**Sub Question**

**1. (1) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability**

**Strengths:**

(e38, 40) The demographics of the management (62% non-white), staff (55% non-white) and the board (80% non-white) all represent a diversity of groups, with the majority of the diversity being Asian American. The board is also diverse and included three parents.

**Sub Question**

**Weaknesses:**

This diversity is based on including Asian Americans as an underrepresented group.

**Reader's Score:** 1

**2. (2) The qualifications, including relevant training and experience, of key project personnel**

**Strengths:**

(e35-40) The information regarding the staff shows significant experience and expertise. Four members of the Administrative Council are former teachers at the school.

**Weaknesses:**

(e35-40) It was not clear if any senior staff are African American, a significant sub-group at the school.

**Reader's Score:** 7

**Selection Criteria - Quality of the Management Plan**

- 1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the 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.**

**Strengths:**

(e41-45) The language included in the Management Plan is general, discussing the Executive Director's 's general responsibility, as well as those of the Facilities Project Manager and the Principal. There is a high-level task chart for each of the three years of the proposed project (e43-45).

**Weaknesses:**

(e41-45) The management plan language is a description of the general duties of the key staff and not a plan. The high-level task chart is more of the calendar of events and activities that a coordinated plan.

**Reader's Score:** 6

**Selection Criteria - Quality of the Eligible Applicant**

- 1. The extent to which the applicant demonstrates that the charter school to be replicated or expanded is a high-quality charter school, including:**

**(1) The degree to which the applicant has demonstrated success in increasing academic achievement, including graduation rates where applicable, for all students and for each of the subgroups of students described in section 1111(c)(2) of the ESEA, attending the charter schools the applicant operates or manages. These subgroups of students include: Economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and students who are ELs.**

**(2) The extent to which the academic achievement results (including annual student performance on statewide assessments and annual student attendance and retention rates, and where applicable and available, student academic growth, high school graduation rates, college attendance rates, and college persistence rates) for educationally disadvantaged students served by the charter schools operated or managed by the applicant have**

exceeded the average academic achievement results for such students in the State.

(3) The extent to which charter schools operated or managed by the applicant have been closed; have had a charter revoked due to noncompliance with statutory or regulatory requirements; have had their affiliation with the applicant revoked or terminated, including through voluntary disaffiliation; have had any significant issues in the area of financial or operational management; have experienced significant problems with statutory or regulatory compliance that could lead to revocation of the school's charter; and have had any significant issues with respect to student safety.

**Strengths:**

(e46-48) The school shows it consistently scores above the district average. It is a Blue Ribbon School and "Model School". It appears to have a unique program that uses art and cultural diversity in a manner that it is successful in achieving high academic outcomes for its students. (e.E172) It has strong attendance rates

**Weaknesses:**

(e47, e168) The academic outcomes of black students indicate there is a significant achievement gap, and this gap is not adequately addressed.

**Reader's Score: 15**

**Selection Criteria - Continuation Plan**

1. The extent to which the eligible applicant is prepared to continue to operate charter schools that would receive grant funds in a manner consistent with the eligible applicant's application once the grant funds under this program are no longer available.

**Strengths:**

(e48) The continuation plan discusses how the funding will be used for on-time costs, and not ongoing costs. It also indicates that the school will (simply) continue its current successful operations.

**Weaknesses:**

(e48)The continuation plan is very limited, a single paragraph

**Reader's Score: 10**

**Priority Questions**

**Competitive Preference Priority 1 - Access to High-Quality Educational Choice**

1. Competitive Preference Priority 1—Supporting High-Need Students by Increasing Access to High-Quality Educational Choice

This priority is for projects that are designed to increase access to educational choice and improve academic outcomes and learning environments for one or more of the following groups of students:

- (i) Students in communities served by rural local educational agencies
- (ii) Children with disabilities
- (iii) English learners
- (iv) Students who are members of federally recognized Indian Tribes.

**Note:** Applicants may choose to respond to one or more of the priority areas and are not required to respond to each priority area in order to receive the maximum available points under this competitive preference priority.

**Strengths:**

(e19,20) This applicant proposes to increase the number of spots available for EL and special needs students in urban Philadelphia

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 2**

**Competitive Preference Priority 2 - Dual or Concurrent Enrollment Programs**

**1. Competitive Preference Priority 2—Dual or Concurrent Enrollment Programs and Early College High Schools**

**The extent to which the proposed project is designed to increase student access to, participation in, and completion of dual or concurrent enrollment programs or early college high schools.**

**Strengths:**

N/A - School served grades K-8.

**Weaknesses:**

N/A - School served grades K-8.

**Reader's Score: 0**

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