

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

Status: Submitted

Last Updated: 06/15/2018 11:31 AM

## Technical Review Coversheet

**Applicant:** Global Ambassadors Language Academy (U282E180018)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Assisting Educationally Disadvantaged Students</b>		
1. Disadvantaged Students	15	14
<b>Quality of Project Design</b>		
1. Project Design	30	29
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	10
<b>Quality of the Management Plan</b>		
1. Management Plan	10	7
<b>Quality of the Eligible Applicant</b>		
1. Eligible Applicant	20	16
<b>Continuation Plan</b>		
1. Continuation Plan	15	9
<b>Sub Total</b>	100	85
<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	87

# Technical Review Form

Panel #2 - CSP Developers (84.282E) - 2: 84.282E

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

Applicant: Global Ambassadors Language Academy (U282E180018)

## 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:

School states it is a Hispanic-serving school (e5), serving students that are socioeconomically disadvantaged (e13). School population is 34% Hispanic, with 30% Black and 49% White (e17), and 89.3% students qualified for Free or Reduced Lunch (e23). More than half of students in Cleveland live in poverty (e22). School enrolled 18.3% English Learners (e23), which is higher than district schools (District=9.2%).

School provides the only language-immersion option in the state (e17), offering instruction in English with either Spanish or Mandarin immersion. School expansion proposal will increase enrollment capacity by over 400 new students in grades K-8 (e17).

School provides research and school comparisons to indicate language-immersion programs similar to this have been successful in increasing academic achievement for educationally disadvantaged students in the target population (e33). School references St Louis Language Immersion Schools and Yu Ying Public Charter School in Washington, DC, for comparative data (e33).

School is committed to serving economically disadvantaged students and has developed educational program to enable students to meet challenging State standards (e21). School ensures that all teacher lesson plans are tied to learning standards (e36). Teachers define both content standards and language acquisition standards in common planning teams (e37). School plan includes specific and measurable goals for academic growth, based on NWEA MAP assessments (e17).

School targets recruiting efforts to Cleveland's Mandarin and Spanish-speaking families (e26). School provides marketing materials and enrollment applications in Mandarin and Spanish and the majority of staff members speak Mandarin or Spanish (e27). Application reflects the school's commitment to serving English Learners.

#### Weaknesses:

School reports 11% students with disabilities enrolled, compared with the district average 21.8% (e23). This indicator may demonstrate a challenge in recruiting and retaining students with disabilities.

Reader's Score: 14

### 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: 29**

**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:**

School lists specific, measurable goals for academic achievement and language acquisition, aligned with the school's educational program (e31). School uses NWEA MAP assessments to monitor academic growth and the ACTFL assessment to measure progress in language acquisition (e31). Goals are SMART goals, including an indicator, measure, metric, target, and timeline ("By the end of the school year, at least 80% of students will receive 'at grade level' or above on RIT scores on NWEA MAP in all subjects", e31).

School lists specific goals for organizational viability, fiscal soundness, enrollment targets, and cost per student ratios (e30-e33). The comprehensive planning provides assurance that the school leadership is prepared for the successful growth of the school.

**Weaknesses:**

School project appears to be requesting funding for a new school roll-out already approved in the initial charter, and may not fit the criteria for an expansion.

**Reader's Score: 14**

**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:**

School offers a language immersion program beginning in the early years while a child's brain is designed to acquire language rapidly (e21), supporting students living in a multi-lingual community to develop skills and fluency with another language (e28, e34). School design is based on analysis of the school's target population, research into national best practices in language immersion, and visits to model schools (e33).

School offers supports to meet the needs of target population, including low teacher-student ratio, extended school year, and extended school day (e42).

School is designed to expand one grade level at a time, beginning with kindergarten and first grade, so that students will begin to acquire the second language skills during the time that is most effective in a child's brain development (e34). Enrollment in succeeding grades is expected to be maintained organically through retention of current students, with the understanding that new students would be severely handicapped in the language immersion program if they do not understand the language of instruction (e35).

**Weaknesses:**

No weaknesses 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:

The language immersion program attracts a diverse staff, with 30% Hispanic, 41% foreign country of origin (Spain, China, Taiwan), 35% Asian, 12% African American, and 53% white (e43). School advertises job openings with community organizations diverse populations and encourages employment of people in underrepresented groups (e43).

#### Weaknesses:

No weaknesses noted.

Reader's Score: 1

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

#### Strengths:

Key personnel demonstrate appropriate qualifications and experience to manage the project. The Founder and Executive Director is deeply experienced in language immersion and holds a Master's in Business Administration (e44). The Principal has experience with Teach for America, and holds a Master's in Social Work (e44-e45), as well as a K-12 Principal License. Narrative describes the background and responsibilities for key personnel (e44-e50). School provides resumes for all key personnel as well as for all board members (e76-e139). Evidence provided gives the reviewer confidence in the school's ability to manage the school growth.

#### Weaknesses:

No weaknesses 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:

School plan lists the primary personnel responsible for implementing the project, primarily the Executive Director and Principal (e48-e49). Budget summary states the majority of the planned expenses will be applied to Personnel costs to support the school's expansion, with equipment as a second priority (e7). School has established an enrollment growth pattern that accommodates student needs for language immersion as well as facility needs, exploring options for new facilities when enrollment exceeds capacity in Year 4 of the grant term (e51). Project plan includes general activities

necessary for expansion, such as, "Curriculum planning-Refine curriculum, assessments for each grade level added" and timeline, "April – August, annually". Plan assigns responsible personnel for each task (e52-e53).

Budget Narrative describes school's priorities and rationale for purchases (e763-e764). Budget includes specific purchases and total costs, by grant year and budget category (e763-e770).

**Weaknesses:**

Plan does not include milestones for measuring progress toward goals. Timelines for budget expenses are vague, stating simply "Year One" and "Year Two" (e765-e770).

**Reader's Score:** 7

**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:**

In 2016-17, in its first year of operation, the school achieved 57.1% kindergarteners reading on grade level, which is significantly higher than the district (Kindergarten=42%) (e54). School achieved 64.3% kindergarteners on grade level in math, and 68.8% of first graders on grade level in math (e54). Mid-year scores for 2017-18 indicate increased achievement through the Winter NWEA MAP assessments. School states that mid-year data shows more than half of all K-2 students are already above grade level in reading (52.4%) and math (63.4%) (e55) as of December 2017. Student attendance rate was 93.5% in 2016-17, and outpaced the district attendance rates on six out of seven measures (disaggregated data) (e57).

School states that no one related to the school has any history of operating a charter school that has been closed, had a charter revoked, or had significant issues or problems (e53).

**Weaknesses:**

School is designed to support students with disabilities and currently serves 11%, compared with 21.8% at the district (e23). For the 2016-17 school year, school reports that 0% students with disabilities were reading at grade level in both kindergarten and first grade, based on NWEA MAP Reading assessments (e54). School reports that 0% students with disabilities were on grade level in mathematics, based on NWEA MAP data (e54). These indicators may reveal a

challenge in serving students with special needs.

School opened in 2016-17 and has only one full year of assessment data to report. School has not yet enrolled a third grade class, and therefore comparisons to state assessment results are not available.

**Reader's Score: 16**

### **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:**

School includes project goals for financial sustainability and organizational viability: ("GALA will be a financially healthy organization, adhering to all applicable laws, high standards of transparency and accountability, demonstrate responsible use of public monies, and become self-sustaining with school per pupil allocations.") (e32)

School plans that per pupil allocation, federal grants, and other categorical funds will be sufficient to sustain the program once the school is at full enrollment (e763). School raised \$350,000 from foundations and corporations to support the launch, and has raised more than \$135,000 up to the application date in 2017-18 (e59-e60).

#### **Weaknesses:**

School opened in 2016-17 and has a limited history of financials and enrollment. School is requesting a significant portion of grant funds for personnel costs, including staffing for a student to teacher ratio of 14:1. This ratio will require significant additional fundraising efforts for the school to maintain this level. School budget plans for addition of one teacher each year, but does not appear to account for the continued personnel costs of staff members initially funded through the grant in prior year (e763-e770).

**Reader's Score: 9**

### **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:**

School serves English Learners, enrolling 18.3% in 2016-17, which is more than double the amount enrolled in the local school district (CMSD) (e19). School is located in a region that has the highest concentration of Hispanics in the city, and 28% residents of Cleveland are Asians with limited English proficiency (e20). School expansion will allow school to serve

at least 422 new students over the grant term (e32).

**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:**

No strengths noted.

**Weaknesses:**

This criterion is not addressed in the application.

**Reader's Score:** 0

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**Status:** Submitted

**Last Updated:** 06/15/2018 11:31 AM

Status: Submitted

Last Updated: 06/20/2018 07:30 AM

## Technical Review Coversheet

**Applicant:** Global Ambassadors Language Academy (U282E180018)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Assisting Educationally Disadvantaged Students</b>		
1. Disadvantaged Students	15	13
<b>Quality of Project Design</b>		
1. Project Design	30	28
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	10
<b>Quality of the Management Plan</b>		
1. Management Plan	10	8
<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	84
<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	86

# Technical Review Form

Panel #2 - CSP Developers (84.282E) - 2: 84.282E

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

Applicant: Global Ambassadors Language Academy (U282E180018)

## 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 applicant notes specific strategies to recruit and enroll educationally disadvantaged students including economically disadvantaged children, children with disabilities, English learners, homeless, neglected and delinquent, and migrant children (p. e23). These include family engagement and communication strategies designed to increase parental input (p. e24), advocacy efforts including the Cleveland Educational Compact to increase collaboration between charter schools and the CMSD (p. e25), and targeted marketing efforts (p. e25) designed to share information about the school. The applicant also lists instructional strategies including targeted intervention for students, opportunities for enrichment, an extended school day and school year (p. e25), the use of RTI for early intervention efforts (p. e26, Appendix H), and a language immersion model for ELs (p. e27). The applicant details that the school is serving a significantly higher percentage of economically disadvantaged students than surrounding schools (p. e23).

#### Weaknesses:

2016-17 data shows that the school serves a lower percentage of children with disabilities than the Cleveland district (11% to 21.8%) as well as with a local school, Garfield Elementary (12.7%). (p. e23). Because the school only has one year of operational data, it is difficult to determine any trends towards serving educationally disadvantaged students with rates comparable to surrounding schools.

Reader's Score: 13

### 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: 28

#### 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 applicant presents measurable outcomes for grade level expansion for increasing the number of FTEs for Mandarin and Spanish Immersion students through 2023-24, noting that the school will seek a 10% attrition rate and a commensurate number of Spanish and Mandarin students in each expanded grade level by 2021-22 (p. e. 29-30). The applicant provides 11 target goals that include goal indicators, how the goal will be measured, the quantifiable data used to measure the goal, the goal target, and the baseline data for each goal. Academic goals include proficiency and growth measures on the state of Ohio AIR assessment, growth goals for NWEA MAP, and proficiency goals related to ACTFL standards for language immersion students (p. e30-31). Also included are goals for organization viability (enrollment and parent satisfaction), fiscal soundness, and GEPA indicators including school expansion, 4th and 8th grade proficiency on state assessments, and average cost per student (p. e32-33).

**Weaknesses:**

No weaknesses are noted in the applicant's response.

**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:**

The applicant notes a broad range of supports, programs, and strategies designed to meet the needs of the target population including research-based language immersion strategies that dictate specific elements of the immersion model including times for instruction, teacher supports for students, and guidelines for collaboration between the English and target language teacher as well as a partnership with a publisher to provide instructional materials for immersion students (p. e35-36); strategies to ensure that teachers are trained in high-impact curriculum in reading, math, and science aligned to Common Core standards as directed by a curriculum specialist and the teachers have the time and training to plan and execute lessons that are targeted towards state performance standards (p. e37); a schoolwide model for RTI and Positive Behavior Intervention Supports (PBIS) to improve academic and behavioral outcomes (p. e38-39, Appendix H); alignment to IB world standards with the goal of IB authorization by 2021-22 (p. e40-41), technology for each classroom including six chromebooks, Mimio Teach, document camera, and projector (p. e41), and lower student-teacher ratios (1:14) as well as an extended school day and year (p. e41-42).

**Weaknesses:**

The plan is ambitious in its scope and will require extensive resources, professional development, and skillful execution by the school leadership and staff. Some of the budgeted amounts in the budget narrative (p. e 764-770) seem insufficient for the activities planned, including an allocation of \$25,000 initially to outfit 3 classroom with six chromebooks, a Mimio Teach, document camera, and projector. The applicant does not indicate if these amounts will be supplemented by other funding sources. Because the school will have more than three classrooms at the beginning of the grant period, it is unclear in the budget narrative if all classrooms will utilize technology or just the expanded classrooms.

**Reader's Score: 13**

**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:**

The applicant notes that the school participates in several national and state teacher placement programs committed to diversity including the Spanish Visiting Teacher Program, Amity Institute, and Teach for America. The current staff demographics reflect a diverse staff makeup, and the applicant notes that the GALA founder is representative of underrepresented groups (p. e43).

**Weaknesses:**

No weaknesses are noted in the applicant's response.

Reader's Score: 1

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

**Strengths:**

The applicant notes three staff members (executive director, principal, and curriculum specialist) who have a broad range of experiences linked to their current school responsibilities (p. e44-45, Appendix B). The applicant also lists two individuals who will provide contracted support and assistance in regards to technical support, curriculum and instruction support, and assistance with recruiting staff for the immersion program, and a financial management services consultant (p. e46).

**Weaknesses:**

No weaknesses are noted in the applicant's response.

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:**

The applicant provides a detailed narrative describing the personnel involved in managing the project and their responsibilities (p. e47-50) including varying committees of the GALA Board of Directors, the executive director, the GALA Parent and Family Association, the principal, and the curriculum specialist. A Space Needs Assessment process is described on p. e 51 that will be utilized to ensure that the school has sufficient classroom space to support the expansion. Timelines are presented for the project in regards to enrollment goals, and activities are presented through project year 2023 for accountability, hiring, professional development, outreach, curriculum and classroom planning (p. e51-53).

**Weaknesses:**

The applicant does not provide in the management plan milestones to indicate an outcome measure to verify that the management activity has been completed. The budget narrative is referenced in some but not all elements of the management plan.

### 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 applicant notes that the school has not had any instances of noncompliance with statutory regulations that would have put the charter at risk of revocation, and the management team has no history of operating charter schools with regulatory challenges (p. e53). The applicant reports that available 2017-18 MAP data shows that at mid-year the percentage of students performing above grade level in reading and math is commensurate with end of year outcomes for 2016-17 (p. e55).

#### Weaknesses:

Data reported on page e55 indicates that the Cleveland district outperformed GALA students in the percentage of students on track in the Reading Diagnostic measure in 1st grade (60.3% CMSD to 50% GALA) and in 2nd grade (53.2% CMSD to 47.8% GALA). Using data comparing the school's performance internally, the performance of FRPL, EL, and CWD students lags behind the percentage of all students in math for 2016-17 and in reading the performance of these students lags behinds all students when looking at combined grade level performance in MAP reading for 2016-17 (p. e54). Because the school opened in 2016-17, there is limited comparative data available between GALA and CMSD, and no data available for comparisons between GALA and the state of Ohio performance.

### 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:

The applicant notes that per pupil costs for fixed expenditures (building lease, salaries, and technology) will decrease during the grant period as student enrollment increases (p. e59). The school has established a goal that by the end of the grant period the applicant will work to raise \$100,000 for students above and beyond the Ohio per pupil reimbursement (p. e58). The school notes that currently the school has a fundraising goal of \$200,000 for 2018 with \$132,550 raised so far

(p. e60).

**Weaknesses:**

\$657,000 in salaries and \$293,574 of the total \$1,229,574 in requested grant funds is earmarked for salaries for additional teaching positions to achieve the desired 14:1 ratio (p. e766). Extensive efforts will need to be made by the applicant to maintain this level of salary support once grant funds are exhausted.

**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:**

The applicant indicates that the current population of English Learners (ELs) is 18.3% (16-17 school year) which is more than double the rate of the Cleveland Municipal School District as well as the three local elementary schools which had rates of 9.2%, 6.2%, and 0% (p. e19). The applicant notes that location of the school in the west side of Cleveland has the highest percentage of Hispanic students in the state and that Cleveland itself has a large population of Asian students, of which 28% are limited English proficient (p. e20). The school itself is organized so that students in K-2 receive instruction in Mandarin or Spanish for 70% of the day and English for 30%, 60% to 40% ratio of Mandarin or Spanish to English in grades 3-5, and a 50%-50% mix of the two languages in grades 6-8 (p. e17). The availability of Mandarin or Spanish and English in the ratios described in all grades served will most likely serve as an effective recruiting tool for EL students not currently served at GALA.

**Weaknesses:**

No weaknesses are noted in the applicant's response.

**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:**

The applicant did not address this competitive preference priority.

**Weaknesses:**

The applicant did not address this competitive preference priority.

**Reader's Score:**     **0**

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**Status:**           Submitted

**Last Updated:**   06/20/2018 07:30 AM

Status: Submitted

Last Updated: 06/16/2018 02:30 PM

## Technical Review Coversheet

Applicant: Global Ambassadors Language Academy (U282E180018)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Assisting Educationally Disadvantaged Students</b>		
1. Disadvantaged Students	15	14
<b>Quality of Project Design</b>		
1. Project Design	30	27
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	10
<b>Quality of the Management Plan</b>		
1. Management Plan	10	8
<b>Quality of the Eligible Applicant</b>		
1. Eligible Applicant	20	16
<b>Continuation Plan</b>		
1. Continuation Plan	15	10
<b>Sub Total</b>	100	85
<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	87

# Technical Review Form

Panel #2 - CSP Developers (84.282E) - 2: 84.282E

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

Applicant: Global Ambassadors Language Academy (U282E180018)

## 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:

GALA is committed to serving disadvantaged students including 1) economically disadvantaged students; 2) children with disabilities (CWD); 3) English learners; 4) homeless students; 5) neglected or delinquent children; 6) and migrant children (e21). It serves a significant population of the first three groups, but does not serve a substantial number of neglected, delinquent, or migrant children (e28).

GALA uses a language immersion model because research indicates that language immersion students of both advantaged and disadvantaged backgrounds consistently outperform non-immersion peers on standardized tests beginning as early as third grade (e21).

GALA is addressing the disparity in education by providing a school model that would normally only be found in high income neighborhoods (e22).

CMSD has established 100% districtwide FRL so GALA cannot compare its exact FRL rate (89.3% for 2016-17) with theirs; however, GALA believes it serves FRL students at a rate comparable or greater than those of surrounding public schools and CMSD (e22). Nearby Menlo Park Academy had a rate of 10.5% and Willard Village Prep a rate of 92% (e22), and a table is provided on e23.

GALA is designed to serve all students, including CWD, through an integrated service delivery model that provides differentiated instruction, targeted interventions, opportunity for enrichment, Positive Behavioral Intervention & Support (PBIS), more instructional time through extended day and year, and low teacher-student ratios (e25). More detail on each of these elements of the core instructional model are provided (e33-e42).

GALA uses a Response to Intervention (RTI) model for general education and special education, including ELs (e26). More detail on the RTI and PBIS models is provided (e38-e40) and applicant acknowledges that these will work for approximately 80% of its student population, with additional tiers and modifications needed to support students where they are (e40).

GALA serves CWD at a rate comparable or greater to that of surrounding public school (but not the district – see blow); in 2016-17, they served 11% CWD compared to 12.7% at one nearby school, 5.9% at another, and one with such a small population it was “not calculated” (e26).

#### Weaknesses:

GALA (which is 11% CWD) serves a substantially smaller CWD population than the school district, CMSD, which serves 21.8% CWD (e23).

Reader's Score: 14

### 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: 27

#### 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:

The project abstract lists five specific goals, including expanding GALA to add grades 3-8 and 400+ students during the five year grant period and to raise student achievement levels (at least 80%) in language immersion proficiency, on NWEA MAP growth goals and RIT scores, and on the Ohio State Standardized Assessments (e17). GALA is currently a K-2 and wants to expand an additional grade per year until it reaches K-8 in 2023 (e19). A grade expansion and enrollment rollout table is provided (e29).

Along with the grade expansion, GALA aims to achieve 11 goals in areas of academic achievement, organizational viability, fiscal soundness, and meeting GEPA objectives (e30-33). Each goal is categorized (into one of the above areas) and specific, and includes an aligned indicator, measure, metric, target, and a baseline in those cases for which there is data available. The applicant does an excellent job of detailing their goals and explaining how they will know if they've achieved them.

GALA identifies need for CSP funds during growth years due to special requirements associated with immersion model and low student-teacher ratios (e59). Apart from this, GALA also seeks support with regular expenses related to any school expansion to purchase additional furniture and equipment, technology, instructional supplies, and pay for increased use of space and lease costs, utilities, and salaries every year as they add grade levels (e59).

It is logical that GALA is concentrating its recruitment efforts on K-1 because it believes a majority of its 2-8 students will be re-enrollees given parent preference to start their students in dual immersion at a young age (e28). Enrollment projections assume a 10% attrition rate with little to no back-filling (e30). Given the nature of the program, this is understandable; however, it should be noted that if attrition is greater than 10% the program design could be impacted and low enrollment may lead to decreased project sustainability overall.

#### Weaknesses:

The school is still in the process of reaching the capacity it intended in its initial charter application (see e29, e51-52), so it is not clear if the funds being requested meet the intent of the grant program for replication and expansion.

The goals and aligned targets are for the duration of the five year grant period (e30-33). The project design would be strengthened if the applicant included benchmarks along the way given baseline data. For example, on Goal #1 (e30) baseline data suggests that an 80% proficiency rate for all grade levels 3-8 on AIR, Ohio's new standardized assessment, will be a stretch goal. Yearly progress benchmarks or indicators would be helpful to assess success more regularly throughout grant period.

**Sub Question**

**Reader's Score: 13**

**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:**

CSP funds will be used for technical support, contract services, equipment, supplies, and professional development essential in supporting and measuring its ambitious performance goals (e33).

In the budget narrative (e763), the applicant indicates that 77% of CSP funds will be used to hire and compensate school leaders, teachers, and specialized instruction support personnel. These investments include portion of salary for the Executive Director, 100% of salary for the current Curriculum Specialist to promote to AP, hiring an IB Coordinator in Year 2, and hiring additional teachers for new grade level growth (five new Mandarin, five new Spanish, and three new ELA teachers (e764). Remaining 23% of funds will be used to acquire supplies and equipment, including educational materials, school furniture, additional technology, contractual services for staff and student recruitment, fundraising, parent and community engagement, and annual travel expenses for CSP Directors Meeting. An itemized breakdown and justification for these expenses across all five years is provided (e764-768).

The application provides a description with appropriate, research-based references to show how the dual language immersion model produces excellent results and explains how its model was informed by research, school visits, national best practices, and needs of the specific student population in Cleveland (e34).

A detailed description of GALA's immersion model – both for its current population and the plan for the model once at scale – is provided (e35-36). Detail on the school's standards-based curriculum (EngageNY for math, Lucy Calkins Writers Workshop and Fountas and Pinnell for English, and FOSS Next Generation for science) is provided (e37) and the applicant explains that curriculum is modified with support of Curriculum Specialist to ensure rigorous, engaging lessons in the target language and to plan for differentiated instruction.

GALA's curriculum is aligned to state standards within the International Baccalaureate Primary Years Program (IB PYP) framework, which focuses on whole child development and address students' academic, social, and emotional well-being while encouraging the development of independence and personal values that emphasize "international-mindedness" and cross-cultural openness (e40-41). The IB PYP program complements the immersion model. GALA is in the early stages of pursuing authorization as an IB World School (e41).

Technology is important for GALA due to online availability of valuable lesson planning and language resources such as interactive websites, videos, and songs (e41). GALA intends to provide classrooms with tablets beginning next year so students can access online leveled reading platforms in Mandarin and Spanish (e42).

**Weaknesses:**

The project design and scope is ambitious given that GALA wants to have two teachers per classroom to bring down the student/teacher ratio. Some of the budget amounts, especially for teacher salaries (e765), seem insufficiently scoped because they only account for a new teacher's first year salary to be covered by the grant, and the application does not indicate how or if the project will be supplemented by other funding sources to maintain staffing levels.

**Reader's Score: 14**

**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:**

GALA's founder and executive director represents a traditionally underrepresented charter leader as an Asian-American, daughter of immigrant parents, and first-generation college student (e43).

GALA encourages employment of underrepresented groups by recruiting both administrative and instructional staff that are native Mandarin speakers and Spanish speakers, and also participates in a number of international visiting teacher programs (e43). GALA advertises job openings and markets the school to a network of community organizations that serve Asian, Latino, and African American populations (e43). Fourteen letters of support are included in Appendix C (e158-e172) from the district, community organizations, and elected officials.

GALA's 18-member staff is diverse, with 30% Hispanic, 41% from a foreign country of origin, 35% Asian, 12% African American, and 53% white (e43).

**Weaknesses:**

No weaknesses noted in the application.

Reader's Score: 1

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

**Strengths:**

GALA's founder and executive director is a parent, educator, and civic leader in Cleveland and was motivated to open the school because of her experience growing up in a multilingual immigrant household (e19). She will serve as the main Project Director for the CSP project (e43).

GALA's team includes educators, administrators, and consultants who have a wide range of backgrounds and the extensive experience necessary to implement the school's programming and expansion (e44-47). The project team includes the Executive Director, Principal, and Curriculum Specialist (to be promoted to AP with CSP funds), with the support of two consultants who provide ongoing technical support in curriculum and instructional development, implementation, PD, and assistance in recruiting and evaluating educators for GALA's immersion programs (e46).

The three main (full-time) team members have experience with literacy, immersion, and IB programs (e44-46). Together, the full team brings experience in project management, marketing and communications, community outreach and partnerships, strategic planning, fundraising, immersion instruction, IB programs, grant management, operations, and data and evaluation. The school also works with a back-office for financial management services and a state-licensed school Treasurer who supports 14 charter school networks (e46-47).

Resumes for all board members and identified school leaders/project staff are provided (e76-e140).

**Weaknesses:**

No weaknesses noted in the application.

**Sub Question**

**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:**

The applicant provides a detailed description of the roles and responsibilities that the Board of Directors (and its committees), Executive Director, Principal, Curriculum Specialist, and Parent and Family Association (PFA) have toward implementing the mission and goals of the school as a whole (e47-e50).

The Executive Director is identified as responsible, in conjunction with Board and Principal, for planning and implementing start-up activities related to grade level expansion (e50).

A table beginning (e51-52) and the narrative that follows it illustrates key activities, timelines, and responsibilities for the CSP project, with items repeating annually throughout the grant period. The detail provided is satisfactory and project activities appear to be appropriate and aligned with expansion efforts (e52).

The school conducted a Space Needs Assessment to ensure that it meets its enrollment milestones on time and within budget (e50-51) because it anticipates outgrowing its existing building in Year 4 of the CSP grant, in the 2021-22 school year. The school is actively planning for space expansion and a new facility in the neighborhood, and indicates ample space availability (e51).

**Weaknesses:**

Management plan details again emphasize that CSP funds are being requested to implement the original school plan and enrollment rollout, not a replication or expansion (e52-53). Federal staff should assess whether funds used in this way will meet goals of the replication/expansion grant competition.

The activities in the management plan are appropriate for rollout/expansion, but the application would be strengthened if there was clearer alignment between the management plan and the project goals detailed on e30-33. The application does not provide milestones to assess whether the management plan has been implemented with fidelity.

While the normal roles and responsibilities for the three full-time project team members are addressed, the applicant does not specifically address which areas of the CSP project each team member will be responsible for implementing and overseeing. Some detail along these lines is provided in the management plan (e52- 53), but the application would be stronger overall if it included more detail on project-specific responsibilities above and beyond normal ones.

**Reader's Score: 8**

**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:**

Neither GALA or its leadership has any history of operating or managing a charter that has been closed or revoked due to noncompliance, has any affiliation to any school revoked or terminated, has had any significant issues in area of financial or operational management, or has experienced any significant compliance issues that could lead to revocation or problems for student safety (e53).

GALA's performance is similar or exceeds most achievement results in CMSD and shows positive indicators for future growth, all while students learn core subjects for majority of day in Mandarin and Spanish but then take assessments in English (e56).

In 2016-17, GALA's Year 1, 57% of kindergarten students and 50% of first graders performed on grade level in reading (e53). This level of achievement is significantly higher than CMSD, which only had 42% of kindergarten students on track in reading (e54). Table 3 (e54) shows reading performance for all students and subgroups by grade level. In 2016-17, GALA had 64% of kindergarten and 69% of first graders on grade level in math, measured by NWEA MAP and Table 4 provides this data for all students and subgroups by grade (e54).

For grade 1-2 reading scores in 2016-17, GALA performs on par with Citizens Academy Southeast, a nearby charter school that opened in 2014 (e55). GALA also outperformed Stepstone Academy by a very significant margin (5% of their kindergarteners and 0% of first graders were on track in reading) in 2016-17, and that school opening in 2012 (e55).

GALA expects continued growth due to its immersion model, and currently more than half of K-2 students are already above in grade level reading (52.4%) and math (63.4%) based on mid-year NWEA MAP assessments in December 2017 (e55). The mid-year data provides a positive indicator for year-end performance on NWEA MAP; last year, only 51.8% of CMSD K-2 students were on track in reading by the end of the year and GALA already surpassed that in its mid-year assessment (e56).

GALA's FRL population (64%) is outpacing growth of higher income students by additional 1.52 point average on math and 1.37 point average on reading assessments, based on mid-year NWEA MAP (e56).

GALA's student attendance rate in 2016-17 was 93.5% for all students, higher than CMSD's on six of seven measures (e57).

Applicant provides evidence that it is a data-driven school, utilizing data (exit tickets, end of unit, formative, and summative assessments, NWEA MAP, standardized tests) to inform decisions on daily lesson and longer term planning, to provide differentiation to students, and decisions about instructional needs, curriculum, and funding (e57).

### **Weaknesses:**

GALA's attendance rate for CWDs (89.6%) was similar to the district rate but lower than surrounding schools in 2016-17 (e57).

GALA does not provide comparison data for K-2 math proficiency like they do for reading (e55) in the narrative, so the reviewer cannot assess how the school's students perform on math relative to surrounding schools and the district.

While GALA's reading scores for kindergarten were higher than CMSD in 2016-17, the scores for grades 1 and 2 are below that of CMSD (e55). The performance of the school in its next few years of early growth will be critical in fully assessing the quality of the school and program overall. One year of data does not provide a lot of evidence to assess how the school will perform as it continues to expand.

**Reader's Score: 16**

### **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:**

One of GALA's 11 project goals is focused on fiscal soundness, including becoming self-sustaining with school per-pupil allocations and diminishing need for grant funds by the time the school reaches full capacity (e32). As the first dual language immersion school in Northeast Ohio and the only Mandarin immersion school in the state, GALA is confident that they will continue to attract and retain student enrollment at fully capacity (e58).

The school is on track to hit its 2018-19 enrollment target of 200 students K-3. It currently has 184 students enrolled (as of April 2018) for the 2018-19 school year, out of the 200 available seats (e59).

As student enrollment grows, the school expects per pupil costs for fixed expenditures such as building lease, salaries, and technology will significantly decrease and that by the end of the five year grant period they will have sufficient student enrollment to operate with state per pupil allocations, IDEA, and Title I/II funds. Detail provided on revenue/expense equalization in the Budget Narrative (e763).

GALA is committed to securing additional philanthropy and public dollars to diversify its funding base and ensure increased sustainability during grant period and once it's over (e59). In fiscal year 2017, GALA raised more than \$350,000 from individuals, corporations, and foundations to launch the school (e59). In the current fiscal year, GALA has raised \$132,550 toward its goal of \$200,000 and has an additional \$120,000 in pending grant requests (e60).

Through a partnership with CMSD, GALA will also have access to additional per pupil dollars through a share of the proceeds of local education levies. This would bring in approximately \$500 per pupil annually beginning in fiscal year 2019 until the levy expires (e60).

**Weaknesses:**

Because the school does not plan to back-fill seats and anticipates a 10% attrition rate (e30), there is some risk that if attrition proves to be higher, the program and project design would be impacted because low enrollment may lead to decreased sustainability overall. See comment in criteria #2 for more detail.

The majority of grant funds are earmarked for salaries (e763), so extensive efforts will need to be made by applicant to maintain this level of staffing (14:1) once funds are exhausted.

The budget narrative includes a detail on how CSP funds will support salaries for new Mandarin, Spanish, and ELA teachers to support new grade levels (e765). However, sustainability of these salaries is not indicated clearly. For example, the applicant states it will add one new Mandarin teacher each year of the project (\$38,000/year), and the request is for 100% of the salary for each new teacher for a total of five new teachers. An amount of \$38,000 is listed across all years to account for this, but obviously these salaries will compound as new teachers are added and no evidence is presented to suggest that the school can sustain these salaries during or after the grant period on per pupil state revenue.

## 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:

GALA's student population includes 64% FRL, 30% Black, 34% Hispanic, 49% White, 16% multi-racial, 4% Asian, and 1% Native American (e17).

GALA increases access to Mandarin and Spanish immersion because it is the first dual language school in Northeast Ohio, and the only Mandarin immersion school in the state (e19).

GALA is committed to serving ELs, especially the Mandarin and Spanish speaking student population that makes up the majority of ELs in Cleveland. GALA's EL population is 18.3% as of the 2016-17 school year, which is more than double the amount served by the local district CMSD and surrounding schools (e20). The applicant also provides a table (Table 1 on e20) highlighting its student demographics and comparing them side-by-side with the district and three neighbor schools. Relative to the district and the three schools, GALA serves a very diverse population and enrolls greater proportions of ELs (Asians and Hispanics).

ELs are identified at the start of the enrollment process by completing a Home Language Survey, with students referred to ESL specialist for screening. All ELs have access to a speech/language pathologist, occupational/physical therapist, counselor, and a reading/math intervention specialist (e28).

GALA provides assurance of FAPE compliance and adherence to IDEA and implements Ohio Operating Standards for Education of CWD which ensures that CWD have opportunities for equal access to general education curriculum and equal participation in education and school activities (e67).

GALA meets the definition of a "high poverty school" because they are located in an underserved area and primarily serve students with limited access to high quality options (e19).

GALA believes parent, family and community engagement is critical for their economically disadvantaged population and it has implemented numerous strategies to positively impact student performance, attitudes/behavior, and attendance and to gather feedback on implementation and operation of the school (e23-24).

GALA partners with local community agencies and is a member of a Gates Foundation-led district-charter compact (e25). GALA uses a wide variety of marketing and outreach methods to ensure all members of community, especially educationally disadvantaged, are reached (e25). Recruitment efforts primarily target the community's Mandarin and Spanish speaking populations through partnerships with local community organizations and businesses (e26). It provides marketing materials and enrollment applications in both languages and a majority of GALA staff speak either Mandarin or Spanish (e27).

**Weaknesses:**

No weaknesses noted in the application.

**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:**

No strengths noted in the application.

**Weaknesses:**

No information provided. GALA is a K-8 and does not have a dual or concurrent enrollment program or early college high school.

**Reader's Score: 0**

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**Status:** Submitted

**Last Updated:** 06/16/2018 02:30 PM