

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

Status: Submitted

Last Updated: 06/14/2018 01:00 PM

Technical Review Coversheet

Applicant: Kamalani Academy (U282B180017)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Contribution in Assisting Educationally Disadvanta		
1. Disadvantaged Students	15	12
Quality of Project Design		
1. Project Design	30	22
Quality of Project Personnel		
1. Project Personnel	20	17
Quality of the Management Plan		
1. Management Plan	20	15
Continuation Plan		
1. Continuation Plan	15	15
Sub Total	100	81
Priority Questions		
Competitive Preference Priority 1		
Access to High Quality Educational Choice		
1. Increasing Access	4	2
Sub Total	4	2
Competitive Preference Priority 2		
Dual or Concurrent Enrollment Programs		
1. Enrollment Programs	4	0
Sub Total	4	0
Total	108	83

Technical Review Form

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

Reader #1: *****

Applicant: Kamalani Academy (U282B180017)

Questions

Selection Criteria - Contribution in Assisting Educationally Disadvanta

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 open will recruit and enroll educationally disadvantaged students and serve those students at rates comparable to surrounding public schools.**

Strengths:

The applicant included demographic information that describes the population of students from neighboring schools (pg. e22). The demographic data illustrates a large region of low-income students who struggle as English Language (EL) learners, and are members of a federally recognized Indian Tribes. These dynamics support a clear need for educational options for students who reside in the region by opening a school that is closer in proximity which may decrease the number of students who are absent from school daily. The applicant described an opportunity to provide an educational program that supports students with limited English proficiency and who are struggling academically (pg. e22).

Weaknesses:

Although the applicant included test scores from similar schools, the data were not current and may not have been reflective of the current progress of current students. The applicant did not include supporting data (e.g. attendance rates, graduation rates, suspension rates, etc.) that describes the academic and social patterns of students who live in the region. This information would have strengthened the application and provided compelling data to better understand the academic profile of students who will possibly benefit from Kamalani Academy and will help us recognize that the proposed school will serve the targeted students.

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: 22

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 applicant included goals with corresponding activities on page e.29, e40 and e41. The stated goals and activities provide a better explanation of how the project funds would be used to support the school.

Sub Question

Weaknesses:

The applicant did not provide a clear explanation of how the goals stated on page e.29 would be attained. The goals are not measurable. The listed goals on pages e40 and e41 are different from the goals listed on page e29. It was not clear what goals should be considered in reviewing this section. The goals should be aligned with activities to better illustrate the connection to the outcomes.

Reader's Score: 11

- 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 cited research that supports the Arts Integration as a strategy to address the needs of the target population (pg. e23). The information included demonstrating the connection between Hawaiian culture and the arts provided a better context for understanding why an Arts Integration model could be successful with the target population (pg. e23). On page e24, the applicant provided a compelling argument that Arts Integration could strengthen social and emotional learning skills (SEL).

Weaknesses:

On page e28, the applicant states that it is expected that most of the students who enroll in the school will be at-risk based on the surrounding schools, there was no data provided that supports the expectation. Current data from the surrounding schools detailing the academic and social progress of students would help substantiate identified needs. The applicant states listed several resources that would be used to accomplish the grant goals but did not provide a description of how having access would ensure an increase in SBAC test scores. Simply providing access to resources does not guarantee that there will be any degree of improvement.

Reader's Score: 11

Selection Criteria - Quality of Project Personnel

- 1. Note: 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: 17

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 pages e37-e38, the applicant clearly articulates a plan for recruiting and selecting employees. The applicant has an established partnership with a local university that will assist in providing qualified candidates from diverse backgrounds. This partnership adds a level of assurance that persons who are members of groups that have traditionally been underrepresented are encouraged to apply for employment. The applicant described the composition of a hiring committee who will be involved in the selection process. Having a hiring committee provides opportunities to have members with diverse perspectives to participate in the hiring process which further ensures that a diverse staff will be identified.

Sub Question

Weaknesses:

No weaknesses noted in this section.

Reader's Score: 2

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

Strengths:

On pages e38 and e39, the applicant describes the qualifications and training of key project personnel. The applicant also included the full resume of the key personnel in the appendix. All of the key personnel are highly qualified and experienced in working with similar students. The key personnel listed have a considerable amount of years of experience in various capacities which will be helpful for overseeing the daily operations of the school. If the applicant has a strong management team there will be a greater assurance that the program is managed appropriately.

The composition of the governing board appears to have a diverse pool of talent that will be helpful in providing full oversight of the school policies.

Weaknesses:

The applicant provided the job title for each of the key personnel but did not describe who would be responsible for carrying out various responsibilities. The applicant should clearly delineate roles helps to ensure that there are no gaps in the management structure and provides a level of accountability at all levels.

Reader's Score: 15

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:

On pages e42 and e43 the applicant included a timeline of major milestones. The timeline is important in order to ensure that the project is progressing according to the project schedule. The activities included on pages e40 and e41 are within the proposed budget. On pages e44 and e45, the applicant included a thoughtful plan that describes how the project will be evaluated for effectiveness. The evaluation model that is proposed is research-based and ensures a strong plan for continuous improvement.

Weaknesses:

The goals listed on pages e40 and e41 are not measurable or realistic. The applicant used the quantifier of 100% for several goals as a success indicator. There was no evidence or explanation included that assures that these success rates can be achieved at 100%. Within the timeline on pages e42 and e43, no specific milestone was assigned to personnel. Assigning major tasks to personnel will be helpful in better understanding roles and the accountability structure.

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:

On pages e46 - e54, the applicant included a detailed plan of how various aspects of the project would be continued after the grant ends. The plan was strategic in thought and included various stakeholders with specific tasks. The plan describes how other funding opportunities (i.e. grants, fundraising, increased enrollment, and using available services through service providers). All of these sources will be secured to support the school with the assistance of the school staff, governing board, charter authorizer, community partners, and families. If the plan is fully executed, there is a strong likelihood that the project could continue after the grant funds are no longer available.

Weaknesses:

There are no weaknesses noted in this section.

Reader's Score: 15

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 project increases access to educational choice to students in communities served by rural local educational agencies, and students with disabilities (pg. e20).

Weaknesses:

The number of children with disabilities and English learners was not significant enough to be considered for this priority. The percentage of EL is lower than the percentage of EL students at surrounding schools (pg. e20).

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:

Not addressed

Weaknesses:

Not addressed

Reader's Score: **0**

Status: Submitted

Last Updated: 06/14/2018 01:00 PM

Status: Submitted

Last Updated: 06/18/2018 06:07 PM

Technical Review Coversheet

Applicant: Kamalani Academy (U282B180017)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Contribution in Assisting Educationally Disadvantaged		
1. Disadvantaged Students	15	12
Quality of Project Design		
1. Project Design	30	24
Quality of Project Personnel		
1. Project Personnel	20	20
Quality of the Management Plan		
1. Management Plan	20	17
Continuation Plan		
1. Continuation Plan	15	13
Sub Total	100	86
Priority Questions		
Competitive Preference Priority 1		
Access to High Quality Educational Choice		
1. Increasing Access	4	2
Sub Total	4	2
Competitive Preference Priority 2		
Dual or Concurrent Enrollment Programs		
1. Enrollment Programs	4	0
Sub Total	4	0
Total	108	88

Technical Review Form

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

Reader #2: *****

Applicant: Kamalani Academy (U282B180017)

Questions

Selection Criteria - Contribution in Assisting Educationally Disadvanta

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 open will recruit and enroll educationally disadvantaged students and serve those students at rates comparable to surrounding public schools.

Strengths:

Applicant has proposed to focus upon students who struggle with traditional approaches to teaching and learning through conjoined principles of language immersion and arts integration. Applicant suggests a system of support through the usage of Universal Design for Learning (UDL) that provides an array of academic support for students who struggle at the Tier 1 level (data provided to demonstrate average passing rate of around 50% for math and literacy).(e25) Additional academic support services for educationally disadvantaged students will consist of: Culture Based Learning; Community Based Learning; Curriculum Development; National Standards; Social Emotional Learning (6-point platform); and Accelerate Learning for Educationally At-Risk Students. (e26)

Weaknesses:

Applicant does not provide any detail, nor a clear set of activities regarding plans to enroll and recruit new Kamalani students and parents for participation. These activities are key and essential for program design and subsequent evaluation. Data provided were not comprehensive and only included an academic testing performance overview, which was absent of statistics like: retention, successful course completion, suspension, etc.

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:

Applicant presents a strong narrative for a plan to provide a high-quality program design for proposed project. There are four distinct project goals in which 100% of the students will have access to program services that will result in achievement of four key programmatic goals: Achievement gaps in math will be reduced by at least 10% each year as measured by the SBAC assessment; Achievement gaps in science will be reduced by at least 10% each year as measured by the SBAC assessment; Increase in students' cognitive skills, academic behavior, social emotional learning, and academic achievement reducing achievement gaps for all student subgroups by at least 10% each year as measured by the SBAC assessment; and Increase student grade level equivalency by at least 1 year and 2 months in ELA by the end of each school year as measured by MAP and DRA assessments (e29).

Additionally, applicant provided a chart of an evaluation structure that is both supportive of the program design and is in alignment with goals and outcomes.(30) The following goals are measured in either qualitative or quantitative data sets for the purpose of both formative and summative program evaluation: Professional Development for Teachers; Technology and STEAM; School Culture; Student Achievement; and Student Social and Emotional Learning. (e29-30)

Weaknesses:

Applicant provided two tiered sets of goals (e29-30), but does not adequately explain within the tables provided how the two set of goals will be obtained. Narrative is also not provided to explain activities for goal attainment, nor to explain how the two sets of goals will be reconciled for alignment.

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:

Applicant provided a comprehensive design for which the proposed programs and services were appropriate, and appear to have a good potential for success in addressing the outlined needs of the targeted student population. (e29-30) A comprehensive listing of proposed program services include: Whole School Arts Integration; Place-Based Learning; Project-Based Learning; Cooperative Learning; Visual Representations; Inquiry Learning; Technology-Based Instruction; Visual Thinking; Role-Play; Expressive Movement; Expressive Percussion; Drawing; STEM; Technology Enhanced Arts Integration; and Literacy Arts Integration (e31-37)

Weaknesses:

Applicant does not make a substantial case for directly aligning measured, evaluated, or assessed needs of the target student population with the activities of the design plan. Data on demographics, community resource gaps, school system resource gaps, and parental inquiry could have offered information to address student need.

Reader's Score: 12

Selection Criteria - Quality of Project Personnel

1. Note: 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: 20

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:

Applicant has established a dedicated steering committee to ensure that their efforts identify and recruit candidates from groups that have traditionally been underrepresented based on race, color, national origin gender or age.(e37) In doing so, the committee is working closely with the University of Hawaii's College of Education and local community groups.
(e37-38)

Weaknesses:

There were no weaknesses noted in this section.

Reader's Score: 2

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

Strengths:

Applicant provided detailed overview of the academic credentials and experience of the proposed Project Director, all of which appear to be very much in alignment in meeting the needs of the Project Director for Kamalani Academy. (e38) Prior experiences consist of: Instructional Coach; Native Hawai'i Education Program (NHEP) grant manager; involving teacher effectiveness, which is one of the key areas of program development (Satisfaction surveys will be administered to teachers after each activity to measure PD effectiveness).(e30) Educational credentials include: a B.A. in Child Development; M.A. in Elementary Education; Cross-cultural Language and Academic Development (C.L.A.D.); and English Language Learner certificate.
The second Project Director has been a school administrator for several years (instruction coach for literacy, assistant principal and principal) in leading school growth and increasing statewide assessment scores. Educational credentials include Bachelor's Degree and a Master's Degree in Educational Leadership.(e38-_39)

Weaknesses:

There were no weaknesses noted in this section.

Reader's Score: 18

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**

achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Strengths:

Applicant proposed a detailed and prescriptive management plan to administer oversight and supervision of the Kamalani Academy, which begins with a chart on e40. The operational aspects of the management plan are delineated in two comprehensive frameworks: a 6-point management system (that covers PD for teachers, STEM Arts Integration, Technology, School Culture, Student Achievement, and Student Social & Emotional Learning) and a detailed operational calendar (which include dates, milestones, and activities, e42-44). Additionally, applicant proposes to guide academic decision making by using the Kirkpatrick Model, which highlights pedagogy, teaching methods, and classroom practices. Budget narrative (e146-152) and proposed expenditures that are provided by the applicant appear to be fiscally prudent and support programmatic needs in delivery of service and staff development. (e40- 45)

Weaknesses:

Applicant provides information that is laid out in tables (e42 &43) and offers insight on the proposed management plan, however, the planned activities are not measurable and there is no clear indication of the specific person who will be responsible for caring out the task(s) as listed.

Reader's Score: 17

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:

Applicant has proposed a sound and cogent vision for operational sustainability beyond the life of the grant, which takes into accounts multiple aspects of internal operations and policies that ensure effective leadership, student and parent satisfaction, continuous training, parental involvement, and submitting application to suitable grants that support the mission of ELL and FRL. (e46-47)

Weaknesses:

Applicant does not clearly demonstrate how their fundraising efforts will benefit the school to the degree in being able to sustain all program activities once the grant funds under this program are no longer available. (e46-47)
In-kind support will need also need to be evaluated and assessed for value in combination with a diversified funding stream in the event that any one specific federal funding source changes without notice.

Reader's Score: 13

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:

Applicant provides data on the proposed catchment area from which students will be recruited and supports the Competitive Preference Priority of for the potential to serve: Children with disabilities(11%); English learners (7%); and students who are members of federally recognized Indian Tribes (30%). (e22)

Weaknesses:

Applicant does provide some qualifying demographic data, however the data provided for two categories appear to be a bit low (Children with disabilities(11%); English learners (7%) and raises questions regarding the level of services being proposed to address the two categories.

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 - Applicant has not addressed this Competitive Preference Priority 2

Weaknesses:

N/A - Applicant has not addressed this Competitive Preference Priority 2

Reader's Score: 0

Status: Submitted

Last Updated: 06/18/2018 06:07 PM

Status: Submitted

Last Updated: 06/13/2018 03:31 PM

Technical Review Coversheet

Applicant: Kamalani Academy (U282B180017)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Contribution in Assisting Educationally Disadvantaged		
1. Disadvantaged Students	15	12
Quality of Project Design		
1. Project Design	30	22
Quality of Project Personnel		
1. Project Personnel	20	18
Quality of the Management Plan		
1. Management Plan	20	17
Continuation Plan		
1. Continuation Plan	15	12
Sub Total	100	81
Priority Questions		
Competitive Preference Priority 1		
Access to High Quality Educational Choice		
1. Increasing Access	4	2
Sub Total	4	2
Competitive Preference Priority 2		
Dual or Concurrent Enrollment Programs		
1. Enrollment Programs	4	0
Sub Total	4	0
Total	108	83

Technical Review Form

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

Reader #3: *****

Applicant: Kamalani Academy (U282B180017)

Questions

Selection Criteria - Contribution in Assisting Educationally Disadvanta

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 open will recruit and enroll educationally disadvantaged students and serve those students at rates comparable to surrounding public schools.

Strengths:

The proposal to expand educational opportunities for educationally disadvantaged students to meet challenging State academic standards is referenced in a chart (p.e25) which indicates that, on average, only 50% of elementary students in surrounding schools meet state standards in mathematics and English language/literacy skills. Presumably, these are the students that are and will be recruited and enroll in the charter school. The quality of the educational plan and opportunities is well described (pp e25-28).

The applicant also cites national evidence that schools focused on arts education demonstrate significantly rates of improvement in meeting State academic standards (p.e26).

Weaknesses:

While the expanded educational opportunities for disadvantaged students' maybe an attraction to recruit and enroll students, there is no discussion of a detailed concerted plan to recruit such students and their families.

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: 22

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:

Multiple outcomes are provided for project goals (p.e30). The measures use both quantitative and qualitative approaches for a comprehensive, quality evaluation design.

Weaknesses:

The project goals are not clearly identified and are confusing as presented. For example, on page e39, four goals are listed, each pertaining to “access” to various curriculum initiatives. On page e30, however, a chart is presented with “project goals” which are quite different as they relate to professional development, technology/STEAM, school culture and student achievement.

Goals are no clearly aligned with objectives, assessments and outcomes.

Reader's Score: 11

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 proposes a multidimensional, research based instructional program with detailed descriptions of Whole School Arts Integration, Place-Based Learning, Project –Based Learning, Cooperative Learning, Inquiry Learning, Technology-Based Learning, Visual Thinking, STEAM, Technology Enhanced Arts Integration, and Literacy Arts Integration, among other features of the project design (pp.e31-37).

Weaknesses:

There is no discussion pertaining to the specific needs of the student population currently being served which would illustrate more clearly an alignment of the relevancy of the project design to actual student needs.

Reader's Score: 11

Selection Criteria - Quality of Project Personnel

1. Note: 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: 18

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:

In addition to the project’s non-discrimination statement, the committee cited to recruit and screen high quality candidates is committed to work with a higher education agency and other local community members successfully

Sub Question

recruit applicants from underrepresented educators (pp.e37-38).

Weaknesses:

There are no weaknesses.

Reader's Score: 2

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

Strengths:

The Project Director has a depth of knowledge, training and experience on Native Hawai'i Education Programs, professional development, literacy and learning (p. e38).

The designated principal is also similarly experienced and administratively qualified (p.e39).

Weaknesses:

The principal is also listed as a Project Director (p. e39), suggesting a confused relationship with roles and responsibilities for the project leadership.

Reader's Score: 16

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:

Charts on pages e40-43 illustrated a comprehensive management plan that clearly define responsibilities, timelines, and milestones for accomplishing project tasks related to the project's goals and objectives.

The management plan is particularly enhanced using a researched based model (Kirkpatrick Model, P. 25) which provides qualitative and quantitative data which links project goals and objectives to desired outcomes and results (p.e45).

Weaknesses:

The charts on e42-43 do not include project staff responsibilities , are not identified and contain no milestones.

Reader's Score: 17

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 cites a number of initiatives to demonstrate that it is prepared to continue to operate beyond the funds generated by the grant. Most notably, Teacher retention would be enhanced through shared decision making and a pay per performance framework (p. e46). Other initiatives include planning an aggressive marketing campaign to increase enrollment and funding accordingly (p. e47).

Weaknesses:

While "other grant sources" is noted it is not clear how fruitful those sources can be a reliable source of additional funding into the future. For example, applying for various federal title fund programs (p. e47) does not indicate any degree of assurances to obtain ongoing funding after the program is no longer available.

Reader's Score: 12

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:

According to the data provided by the applicant, students who live within a three mile radius of the school are largely from low income households (p. The applicant provides supporting information and data (p. e22) indicating that the student population to be served within a three mile radius largely come from low income families, including students who are members of federally recognized Indian Tribes (30%).

Weaknesses:

The percentage of the student population to be served with disabilities (11%) (p. e22) and English learners (7%) (p. e22) is not significant and there is no indication of the number of students in communities by rural local educational agencies. While access to educational choice may improve, the targeted number of students to be served is not compared to the local schools around them.

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 priority.

Weaknesses:

The applicant did not address this priority.

Reader's Score: 0

Status: Submitted

Last Updated: 06/13/2018 03:31 PM