

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

Status: Submitted

Last Updated: 09/04/2019 08:45 PM

Technical Review Coversheet

Applicant: Boys & Girls Clubs of Puerto Rico Inc. (S282B190003)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Assisting Educationally Disadvantage Students		
1. Significance	15	15
Quality of Project Design		
1. Project Design	30	25
Quality of Project Personnel		
1. Project Personnel	20	19
Quality of the Management Plan		
1. Management Plan	20	19
Quality of the Continuation Plan		
1. Continuation Plan	15	13
Sub Total	100	91
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 2		
1. CPP2	10	0
Sub Total	10	0
Total	110	91

Technical Review Form

Panel #1 - FY19 New Developers 84.282b - 1: 84.282B

Reader #1: *****

Applicant: Boys & Girls Clubs of Puerto Rico Inc. (S282B190003)

Questions

Selection Criteria - Assisting Educationally Disadvantage Students

1. The Secretary considers the significance of contribution in assisting educationally disadvantaged students for the proposed project. In determining the significance of the contribution the proposed project will make in expanding educational opportunity for educationally disadvantaged students and enabling those students to meet challenging State academic standards, the Secretary considers the quality of the plan to ensure that the charter school the applicant proposes to open, replicate, or expand will recruit, enroll, and effectively serve educationally disadvantaged students, which include children with disabilities and English learners.

Strengths:

The proposed project will contribute significantly to the lives of educationally disadvantaged students. By design, the school aims to serve students residing in public housing and who are victims of natural disaster, including children with disabilities (p. e24).

The comprehensive recruitment plan includes a variety of strategies to recruit students from the local community, where 87% of residents live in poverty, 42% are unemployed and “children often experience ongoing trauma from violence, food insecurity, illness, deprivation and natural disaster” (p. e25). The diversity of student recruitment strategies includes media outlets, community engagement and personal recruitment through in-person interactions (p. e29), which will effectively and appropriately reach the target population. Additionally, the local public schools are low-performing putting students at further educational disadvantage. The distribution of flyers to families on the campus of this local school (as described on page e29) will also effectually serve for the recruitment of educationally disadvantaged students.

Enrollment priorities adhere to State policy and ensure the enrollment of educationally disadvantaged students. The enrollment lottery process privileges siblings of enrolled students and students living within a ½ mile radius of the school (which includes a public housing complex and low-income neighborhood). Given the demographics of the current students and the local community (p. e25), these priorities effectively guarantee access and service for educationally disadvantaged students.

The charter school has selected curricula and pedagogy with strong evidence of effectiveness with the target population (p.e28–e29) and alignment with State standards (p. e32). For example, the applicant has selected a core academic curriculum that meets the rigorous standards of the What Works Clearinghouse (p. e39). In addition, the applicant convincingly proposes the incorporation of trauma-informed instruction, differentiated instruction, parent support and training for the IEP process, among other strategies that will ensure that educationally disadvantaged students will be properly served by the program.

Weaknesses:

No weaknesses noted.

Reader's Score: 15

Selection Criteria - Quality of Project Design

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

The extent to which --

Reader's Score: 25

Sub

1. i. The goals, objectives, and outcomes to be achieved by the proposed project are clearly specific and measurable; and

Strengths:

The goals, objectives, and outcomes of the proposed project are clearly outlined and fairly well-aligned in the Logic Model on pages e33 – e36. Most outcomes are specific and measurable, including projected timelines, detailed benchmarks and baseline data where applicable, and appropriately identified tools for measuring progress and attainment. For example, Goal 3 under Objective 3.1 sets a goal of 70% of students meeting proficiency (benchmark) in math on state assessments (measurement tool) where the current baseline is 39%, by 2022 (timeline).

Weaknesses:

In some instances, the outcomes do not follow the stated objectives. For example, Objective 3.1 states that “students will demonstrate proficiency on state assessments”, but there are outcomes and activities associated with facilities remodeling that seem misaligned to the objective.

The applicant details outcomes related to closing the achievement gap (Objective 3.1, Outcome 1 and Objective 3.1, Outcomes 1 and 2) and outlines a measurable reduction in the existing achievement gap for educationally disadvantaged students, for which baseline data is cited. However, the logic and measurability of these outcomes are questionable. The school intends to serve a population (almost) made up entirely of educationally disadvantaged students and therefore a measurable gap does not exist within the school. Moreover, a single school may not produce a reduction in a statewide achievement gap. The goal could use language and figures that indicate that educationally disadvantaged students in the local school would “perform xx% better than similar students statewide or within xx %pts of non-educationally disadvantaged students in the state”.

Reader's Score: 12

2. ii. The design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

Strengths:

This application was thoroughly discussed with respect to each selection criterion. My scores reflect my professional assessment of the application with respect to those criteria.

The applicant comprehensively describes selected curricula and pedagogical approaches and provides substantial research-based evidence regarding the effectiveness of the curricula and pedagogy for the target population. For example, the applicant has selected core academic curriculum that meets the rigorous standards of the What Works Clearinghouse (p. e39). Substantial evidence also indicates that dual-language curriculum strongly supports low-income and special needs students and results in improved academic performance (p. e39).

Sub

In addition, the applicant proposes the incorporation of trauma-informed instruction, differentiated instruction, parent support and training for the IEP process, among other strategies that will ensure that educationally disadvantaged students will be properly served by the program.

The applicant pronounces plans for the systematic review of data, including monthly data walks and quarterly strategic data days (p. e43), to identify areas of need, monitor student progress and ensure the effective implementation of instructional programming and aligned student supports.

Weaknesses:

The applicant has selected an abundance of curricula and pedagogical approaches, and while most are evidence-based and appropriately suited for the target population, the overall program is not coordinated or cohesive. It is unclear how the many components (i.e., highly successful curriculum of private school, dual language, project-based learning, cooperative learning, differentiated instruction, Danielson Framework, trauma-informed instruction, Positive Behavior Intervention Support, etc.) will neatly fit together to create a comprehensive and cohesive program for students.

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:**

The extent to which --

Reader's Score: 19

Sub

- 1. i. 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; and**

Strengths:

This application was thoroughly discussed with respect to each selection criterion. My scores reflect my professional assessment of the application with respect to those criteria.

The applicant prioritizes the recruitment of bilingual persons and of persons of Puerto Rican heritage (p. e48 & e54), which are traditionally underrepresented in educational jobs. The diversity of personnel recruitment strategies will aptly encourage the application of diverse individuals. For example, the applicant plans to recruit from Puerto Rico and mainland universities which serve diverse and traditionally underrepresented students in teacher preparation programs and alternative credentialing programs which often train non-traditional teacher candidates. The applicant also plans to recruit experienced teachers from national networks of schools serving students with similar backgrounds and needs (p. e54–e55).

Weaknesses:

No weaknesses noted.

Sub

Reader's Score: 2

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

Strengths:

The qualifications and experience of key personnel will enable the success of the project.

The grant leadership team has extensive collective experience in grant management, school administration, social work and fiscal management (p. e55–e56). Additional program personnel with experience in special education and social work complete a well-rounded team suited to meet the needs of the target population (p. e56–e57). Key staff of the Boys & Girls Club complement the school team with expertise in grant management, facilities construction, human resources and fund raising (p. e57–e58). This experience will ensure the successful execution of the project activities outlined in the logic model (p. e33–e37) and management plan (p. e61–e67).

The applicant outlines qualifications of future applicant; these qualifications aptly reflect the mission and instructional priorities of the charter school, including bilingual proficiency, familiarity with differentiated instruction and experience with high needs students (p. e48).

The Boys & Girls Club Board of Directors and the School Board represents diversity of expertise and perspectives which will enable the successful implementation and execution of the proposed project (p. e58– e59). The School Board includes administrators from a local private school with extensive expertise in the instructional program that the applicant intends to implement and with the target population (p. e59).

Weaknesses:

The qualifications and relevant experience of school site leadership and instructional personnel remains to be determined, hiring is still in process.

Reader's Score: 17

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 applicant's management plan, the Secretary considers the following factors:

Reader's Score: 19

Sub

1. i. 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 timeline of activities and key milestones for curriculum planning, acquisition, and staff development are comprehensively outlined and reasonably conceived. There is sufficient time for each phase of implementation. For example, the applicant allows for 3 months for curriculum evaluation, recommendations and planning and another 4 months for procurement and preparation of materials (p. e61–e62) which allows for ample time to complete activities.

The budget is detailed and indicates focused planning and sufficient consideration of costs (p.e422 – e475). The

Sub

applicant provides extensive evidence of preliminary bids and commitments from potential vendors and contractors through letters of commitment included in the appendices.

The roles and responsibilities for project tasks are clearly and appropriately outlined. The applicant assigns responsibility for each milestone to key personnel in the management plan (p. e63–e67). The designation of an “owner” of the task and of other personnel to assist, demonstrates a well-formulated management plan and enables accountability.

Weaknesses:

No weaknesses noted.

Reader's Score: 15

2. ii. **The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project; and**

Strengths:

The applicant indicates time commitments of key personnel to the proposed project, including the assignment of a full-time project director (p. e60–e61). In addition, time commitments for special education and social work professionals (50%) appear adequate as does the commitment of personnel to oversee facilities construction (30%) and hiring (25%).

Weaknesses:

The applicant identifies numerous subcontractors and consultants to assist with the project activities, the need for whom is not satisfactorily documented. Many of the responsibilities that are assigned to consultants could feasibly be carried out by the full-time project director and the school principal.

Reader's Score: 2

3. iii. **How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.**

Strengths:

The inclusion of a diversity of perspectives in the operation of the charter school and the implementation of the proposed project is evidenced in the composition of the School Board and Boys & Girls Club Board of Directors (p. e58–e60). The Boys & Girls Club Board of Directors includes business and community leaders from a variety of fields (p. e58–e59). The School Board includes administrators from a local private school with extensive expertise in the instructional program, community members, teachers, and parents (p. e59).

The applicant demonstrates commitment to parent involvement through family support in the “2Gen” model (p. e52) and special education access training (p. e54), a parent as a Board Member (p. e60), and semi-annual Parent Council Meetings (p. e60).

The applicant hosted numerous meetings with community members (n=199) in the design of the charter school and the grant project (p. e29 & e181), aptly demonstrating commitment to the diversity of perspectives.

Sub

Weaknesses:

No weaknesses noted.

Reader's Score: 2

Selection Criteria - Quality of the Continuation Plan

- 1. The Secretary considers the quality of the continuation plan for the proposed project. In determining the quality of the continuation plan, the Secretary considers the extent to which the eligible applicant is prepared to continue to operate the charter school 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 has a 50+ year history of successful operation as a youth service provider and financial responsibility as a non-profit organization prior to taking on the role of charter school operator (p. e69), which is a sound indication of future success and financial stability. The applicant is a foundational organization in the community where the target population resides (Project Abstract, p. e19-e19), which substantiates implied community acceptance and full enrollment that facilitates sustainability.

The applicant has a documented record of fundraising ability to support youth and family services in the 50+ years of operation, convincingly indicating the future ability to raise necessary funds and ensure financial viability. The applicant's provision of facilities, leadership and administrative support at no cost (p. e69), contribute to the long-term viability of the charter school. Further, the applicant has competent personnel dedicated to fund development and has secured financial commitments to support operations for the next 3 years (p. e68). Finally, the proposed project largely includes one-time expenses (p. e67 and Budget Narrative, p. e422-e481), while operational costs are supported with state and philanthropic dollars providing evidence that the applicant has the ability to continue to fund ongoing costs.

The applicant has detailed plans for ongoing professional development through train-the-trainer models (p. e68) which will promote sustainability and empower teacher leadership, elements necessary to weather turnover and transition common in the region (p. e69).

Weaknesses:

The applicant is pursuing state funds for special education services and meanwhile providing many of these services through partnership with a local non-profit (p. e28 & e53). Yet, the likelihood of receiving state funds is unclear and there is a lack of evidence that the current partnership is sustainable.

There is no evidence that the general operation of the school is sustainable with public funding based on student enrollment beyond the scope of the grant.

Reader's Score: 13

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 2

- 1. Competitive Preference Priority 2: Opening a New Charter School or Replicating or Expanding a High-quality Charter School to Serve Native American Students**

To receive points under this priority, an applicant must --

a. Propose to open a new charter school, or replicate or expand a high-quality charter school, that—

1. Utilizes targeted outreach and recruitment in order to serve a high proportion of Native American students, consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws;
2. Has a mission and focus that will address the unique educational needs of Native American students, such as through the use of instructional programs and teaching methods that reflect and preserve Native American language, culture, and history; and
3. Has or will have a governing board with a substantial percentage of members who are members of Indian Tribes or Native American organizations located within the area to be served by the new, replicated, or expanded charter school;

b. Submit a letter of support from at least one Indian Tribe or Native American organization located within the area to be served by the new, replicated, or expanded charter school; and

c. Meaningfully collaborate with the Indian Tribe(s) or Native American organization(s) from which the applicant has received a letter of support in a timely, active, and ongoing manner with respect to the development and implementation of the educational program at the charter school.

Strengths:

No strengths noted.

Weaknesses:

Competitive Preference Priority 2 was not addressed.

Reader's Score: **0**

Status: Submitted
Last Updated: 09/04/2019 08:45 PM

Status: Submitted

Last Updated: 09/05/2019 11:40 AM

Technical Review Coversheet

Applicant: Boys & Girls Clubs of Puerto Rico Inc. (S282B190003)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Assisting Educationally Disadvantage Students		
1. Significance	15	15
Quality of Project Design		
1. Project Design	30	20
Quality of Project Personnel		
1. Project Personnel	20	18
Quality of the Management Plan		
1. Management Plan	20	19
Quality of the Continuation Plan		
1. Continuation Plan	15	8
Sub Total	100	80
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 2		
1. CPP2	10	0
Sub Total	10	0
Total	110	80

Technical Review Form

Panel #1 - FY19 New Developers 84.282b - 1: 84.282B

Reader #2: *****

Applicant: Boys & Girls Clubs of Puerto Rico Inc. (S282B190003)

Questions

Selection Criteria - Assisting Educationally Disadvantage Students

1. The Secretary considers the significance of contribution in assisting educationally disadvantaged students for the proposed project. In determining the significance of the contribution the proposed project will make in expanding educational opportunity for educationally disadvantaged students and enabling those students to meet challenging State academic standards, the Secretary considers the quality of the plan to ensure that the charter school the applicant proposes to open, replicate, or expand will recruit, enroll, and effectively serve educationally disadvantaged students, which include children with disabilities and English learners.

Strengths:

The proposed project is clearly designed to expand educational opportunity for educationally disadvantaged students by opening a school in an area where there is currently only one public school option. (e25)

Initial recruitment for students was conducted by the BGCPR, targeting 400 youth in the immediate area of a public housing development deemed to be the most dangerous with high poverty and having 100% of students qualify as economically disadvantaged. (e24)

The proposed project lists as one of its primary goals, increased student achievement on standards aligned assessments, increasing student proficiency, and decreasing the achievement gap. (e32)

Weaknesses:

There were no weaknesses identified.

Reader's Score: 15

Selection Criteria - Quality of Project Design

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

The extent to which --

Reader's Score: 20

Sub

- 1. i. The goals, objectives, and outcomes to be achieved by the proposed project are clearly specific and measurable; and**

Strengths:

The applicant provided a thorough description of the goals, objectives and outcomes for the proposed project. (e33-e37)

Weaknesses:

It was confusing why one of the activities listed under Goal 3: Increasing student achievement on standards aligned assessments, Objective 3.1: Students demonstrate proficiency on state assessments (e35), was to complete minor renovations for ADA compliance. There are no goals given for development of the school site and the placement of this activity under assessments seems out of place. Facility preparation and occupancy as outlined in the management plan (e65) and budget narrative (e446-e447) should have had its own goal.

It was confusing why the applicant created Objective 3:3, a measurement for Spanish Language Learners to increase Spanish Language Proficiency (e36) when the applicant stated on page e28 that the school does not have or anticipate having any Spanish Language Learners.

Family engagement and implementation of the 2Gen (e30-e32) are listed under Goal 3 (e36-e37) with numerous activities proposed. As large a component as 2Gen is to the successful implementation of the proposed project, creating a separate goal with its own objectives and outcomes for 2Gen would have strengthened this section.

Reader's Score: 10

- 2. ii. 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 design of the proposed project clearly addresses meeting the needs of the school's targeted population as it plans to adopt a research based, dual language curriculum, and provide exhaustive professional development for staff to learn to deal with inherent challenges which should prove to increase student academic achievement. (e31-e32)

This application was thoroughly discussed with respect to each selection criterion. My scores reflect my professional assessment of the application with respect to those criteria.

Weaknesses:

In its attempt to adopt research based, dual language curriculum aligned to Puerto Rico's educational standards, the applicant describes a curriculum that does not appear to be coordinated and cohesive.

The applicant states that they have already adopted the highly successful curriculum of St. John's private school (e38) but will also bring in a dual language curriculum based on the School Enrichment Model (e37), will use a K-5 Character Development curriculum with a Socio-Emotional Learning Model (e38, e148), and employ instructional curriculums rooted in differentiated instruction, cooperative learning, project based learning, and a trauma informed curriculum with a wrap around for family support. It is confusing as to why a highly successful curriculum would need so many supplements and adjustments.

Sub

Reader's Score: 10

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:**

The extent to which --

Reader's Score: 18

Sub

1. i. **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; and**

Strengths:

There are no strengths identified.

This application was thoroughly discussed with respect to each selection criterion. My scores reflect my professional assessment of the application with respect to those criteria.

Weaknesses:

There is no statement made by the applicant nor is there a policy and procedures described that indicate how the applicant will encourage application for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. Furthermore, this item is not spelled out by the teacher recruitment consultant's letter of support and scope of services (e505).

Reader's Score: 0

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

Strengths:

The grant leadership team as presented in pages e55-e58 appear to have the qualifications, training and experience to successfully carry out the proposed project.

The applicant describes the description of duties, responsibilities and hiring criteria for the vacant principal position. (e56)

The legal grant holder of the school is the Boys and Girls Club of Puerto Rico (e57). Back office functions and financial oversight and reporting will be performed by an experienced team consisting of the BGCPR CFO, Development Officer, and Human Resource leader.

Sub

Weaknesses:

There were no weaknesses identified.

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 applicant's management plan, the Secretary considers the following factors:**

Reader's Score: 19

Sub

- 1. i. 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:

Acknowledging that the school is already in operation for K-2, the proposed activities seem in line with the needs and functions for operation of the school.

The project management plan as presented in pages e61-e67 includes the delegation of activities, responsibilities and milestones as aligned to proposed objectives.

Weaknesses:

There were no weaknesses identified.

Reader's Score: 15

- 2. ii. The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project; and**

Strengths:

The commitments of the project director and key personnel as described are adequate to meet the objectives as presented in the project proposal. (e61-e67)

Weaknesses:

The reliance on contracted services appears excessive for the size and scope of the proposed project. The majority of these services should be the purview of the Project Director.

Reader's Score: 2

- 3. iii. How the applicant will ensure that a diversity of perspectives are brought to bear**

Sub

in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

Strengths:

The inclusion of an economic component for parents (e52), the diversity of the school board (e37-e39) and the diversity of the grant leadership team (e55), should ensure that a diversity of perspectives are represented in the operation of the proposed project.

Weaknesses:

There were no weaknesses identified.

Reader's Score: 2

Selection Criteria - Quality of the Continuation Plan

- 1. The Secretary considers the quality of the continuation plan for the proposed project. In determining the quality of the continuation plan, the Secretary considers the extent to which the eligible applicant is prepared to continue to operate the charter school 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 states on page e69 that the charter holder (BGCP) is dedicated to the continuation of the school by supporting a no-cost construction of facilities and back end processes (financing, HR, administrative support).

Weaknesses:

The applicant states that it is committed to fundraising to make up the cost difference between what it receives from the state and from the charter holder (BGCP). The applicant does not provide any evidence of commitment from any other entities. The applicant does not provide annual school operation budget projections for the period of the grant. The applicant states on page e68 that the school currently receives \$3,495.00 per student. The amount received for the anticipated enrollment of 200 students cannot support the administrative plan as presented on page e161, nor can it cover additional operational costs not covered by the BGCP.

Reader's Score: 8

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 2

- 1. Competitive Preference Priority 2: Opening a New Charter School or Replicating or Expanding a High-quality Charter School to Serve Native American Students**

To receive points under this priority, an applicant must --

- a. Propose to open a new charter school, or replicate or expand a high-quality charter school, that—**

- 1.Utilizes targeted outreach and recruitment in order to serve a high proportion of Native American students, consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws;**

2. Has a mission and focus that will address the unique educational needs of Native American students, such as through the use of instructional programs and teaching methods that reflect and preserve Native American language, culture, and history; and
3. Has or will have a governing board with a substantial percentage of members who are members of Indian Tribes or Native American organizations located within the area to be served by the new, replicated, or expanded charter school;

b. Submit a letter of support from at least one Indian Tribe or Native American organization located within the area to be served by the new, replicated, or expanded charter school; and

c. Meaningfully collaborate with the Indian Tribe(s) or Native American organization(s) from which the applicant has received a letter of support in a timely, active, and ongoing manner with respect to the development and implementation of the educational program at the charter school.

Strengths:

There were no strengths identified.

Weaknesses:

The applicant does not intend to serve a high proportion of Native American students.

Reader's Score: **0**

Status: Submitted

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Status: Submitted

Last Updated: 08/30/2019 04:31 PM

Technical Review Coversheet

Applicant: Boys & Girls Clubs of Puerto Rico Inc. (S282B190003)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Assisting Educationally Disadvantage Students		
1. Significance	15	15
Quality of Project Design		
1. Project Design	30	27
Quality of Project Personnel		
1. Project Personnel	20	20
Quality of the Management Plan		
1. Management Plan	20	19
Quality of the Continuation Plan		
1. Continuation Plan	15	10
Sub Total	100	91
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 2		
1. CPP2	10	0
Sub Total	10	0
Total	110	91

Technical Review Form

Panel #1 - FY19 New Developers 84.282b - 1: 84.282B

Reader #3: *****

Applicant: Boys & Girls Clubs of Puerto Rico Inc. (S282B190003)

Questions

Selection Criteria - Assisting Educationally Disadvantage Students

1. The Secretary considers the significance of contribution in assisting educationally disadvantaged students for the proposed project. In determining the significance of the contribution the proposed project will make in expanding educational opportunity for educationally disadvantaged students and enabling those students to meet challenging State academic standards, the Secretary considers the quality of the plan to ensure that the charter school the applicant proposes to open, replicate, or expand will recruit, enroll, and effectively serve educationally disadvantaged students, which include children with disabilities and English learners.

Strengths:

The applicant clearly describes relevant significance with long struggling economic, social, and educational needs. The applicant presents a compelling need to assist economically and educationally disadvantaged children and their families by providing a no-cost, K-5 public charter school to mitigate trauma, safety, and generational poverty. The applicant presents a significant plan to assist the educationally disadvantaged students to meet or exceed state standards. Specifically, the targeted area includes 98% of Latino residents (Puerto Ricans or Hispanic) experiencing generations of low-performing public schools, 100% of low-income students qualified for free and reduced lunch (FRL), 30% of students with disabilities, higher rates of students with disabilities receiving services from non-neighborhood schools, 20% of students exhibiting trauma, 50% of students with vision issues, 87% of families live in poverty, 42% of families struggle with unemployment, and the limited education of families at 39% for high school only, and 11% not completing high school (p. e23-e30, e236 ; p. 2-9). The applicant specifies these needs with proposed opportunities to intergenerational poverty, an undervalued workforce and a stagnant educational system with the target population.

Additionally, the applicant commits to an annual weighted lottery system for recruitment, enrollment, and retention process. The applicant offers a range of evidence-based cross-curricular, instructional and social supports that are designed to assist students, including English learners and students with disabilities (p. e13-e14, e26-e28; p. e223). Additionally, the proposed intensive academic and social-emotional support qualifies students and their families for well-paying jobs later in life (p. e29-e31; p. 8-10).

Weaknesses:

No weaknesses noted.

Reader's Score: 15

Selection Criteria - Quality of Project Design

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

The extent to which --

Reader's Score: 27

Sub

1. i. **The goals, objectives, and outcomes to be achieved by the proposed project are clearly specific and measurable; and**

Strengths:

The applicant clearly outlines an appropriate plan of three specific goals with measurable objectives and outcomes aligned with the logic model to accomplish proposed activities and performance measures in the charts (p. e35 - e37; p. 14-16). The objectives are clearly specified, include a variety of tools and measures, and are likely to be attainable based on the current trajectory of the proposed project. For example, the applicant shares a target goal of 100% of curriculum mapping with standards for the grade 3-5 curriculum by using a framework by August 2020 (p. e31-e37; p. 10-16).

Weaknesses:

To strengthen this section, the applicant should have provided additional information specifically addressing how and why, during the project period, the applicant would meet an established valid baseline. The application would be strengthened in its design by establishing measurable objectives and benchmarks with specialized services for students with disabilities in comparison to non-disabled students for accelerated achievement (p. e35-e37).

Reader's Score: 13

2. ii. **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 shares a project design with evidence-based curricular and instructional strategies. Specifically, the applicant describes an educational model that is tailored to the needs of educationally disadvantaged students by offering strategies and interventions such as extensive special education services, differentiated instruction, trauma-informed instruction and a language immersion program to ensure a consistently strong academic model (p. e39-e48; p.18-27). In addition, the applicant shares a student information system and a special education portal to provide tiered intervention activities for students who are not meeting state academic standards as measured by benchmarks. The applicant addresses support with English learners for post-secondary education and a potential employment opportunity with a feasible paying system. Moreover, the applicant also notes efforts to remove barriers from facilities and programs that may affect participation in these programs by students with disabilities. Thus, the applicant presents operations management, training, and an education model to improve or maintain positive academic student performance and life outcomes (p e37-e54; p. 16-33).

This application was thoroughly discussed with respect to each selection criterion. My scores reflect my professional assessment of the application with respect to those criteria.

Weaknesses:

The applicant does not distinguished the coherence of coordinated and integrated curricular and instructional methods to clarify implementation fidelity with the project outcomes (p. e33-e36).

Sub

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:

The extent to which --

Reader's Score: 20

Sub

1. i. **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; and**

Strengths:

The applicant shares the general personnel provision assurance in employing underrepresented teachers and support staff who are bilingual with cultural backgrounds to inform supports for the targeted population with the proposed project (p. e13-e14).

The applicant proposes to employ bilingual teachers, fluent in Spanish and English, with preference for turn-around settings (p. e13-e14, GEPA; e48, e54, p. 27, p. 33).

The applicant hires diverse staffing to support all aspects of educational offerings and supports. The program director/acting principal brings successful school leadership, operations management, family and community engagement, and bilingual self-contained instructional practices. For example, one of the key personnel is the school's charter demonstration director who brings experiences from social work, youth and family development, and nonprofit organizational practices that are essential to supporting the targeted populations for the proposed project (p. e54-e58). The applicant leverages the voices of parents through a parent-centered program and parent council to navigate special education services.

This application was thoroughly discussed with respect to each selection criterion. My scores reflect my professional assessment of the application with respect to those criteria.

Weaknesses:

No weaknesses found.

Reader's Score: 2

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

Strengths:

The applicant demonstrates the project's personnel as a network of professionals with relevant experience to manage the proposed project in its size and scope. The applicant thoroughly describes the qualifications, relevant training, and experience of the key project personnel. Based on a review of the resumes, the key personnel have many years of experience with school leadership, charter school operations, management and program grant implementation. The project director has been identified with relevant experience and the responsibility for daily

Sub

financial operations, operations management, reporting, and budgeting. The leadership team, responsible for overseeing key activities, demonstrates capacity to effectively carry out this project by exploring the team's experiences (p. e54; Appendix B).

Weaknesses:

No weaknesses found.

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 applicant's management plan, the Secretary considers the following factors:**

Reader's Score: 19

Sub

- 1. i. 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 provided a comprehensive management of procurement and preparation for opening the only public charter school. The applicant establishes a clear reporting structure with defined responsibilities, timelines and milestones for accomplishing project tasks within the timeframe. The applicant demonstrates fiscally sound practices with sufficient management capabilities to accomplish project tasks. The applicant presents a clear governance procedure for operations, management, and educational aspects to assist students in a successful transition to each grade level and to the new campus sites (p. e60-e67, p. 39-46).

Weaknesses:

No weaknesses found.

Reader's Score: 15

- 2. ii. The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project; and**

Strengths:

The applicant provides adequate time commitments for key personnel. For example, the project director's time commitment of 100% adequately supports the accomplishment of activities for the proposed project. The applicant shows appropriate allocated time commitments of other key personnel. The time commitments validate evidence in completing responsibilities for the effective management of management protocols and a quality assurance system (p. e60-e61, p. 39-40).

Sub

Weaknesses:

The applicant does not clearly identify the designated principal investigator and the time commitments to meet the objectives of the proposed project.

Reader's Score: 2

3. iii. **How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.**

Strengths:

The applicant demonstrates diversity perspectives through the composition of the school board, boys and girls club board, school administrators, parent and teacher conferences, and the parent council. The applicant solicits the voices of parents to inform specialized needs. The applicant also solicits input through partnerships, professional development, differentiated instruction and parent engagement to bridge the socioeconomic achievement divide and close performance gaps for all identifiable groups of learners (p. e13-e14).

Weaknesses:

No weaknesses found.

Reader's Score: 2

Selection Criteria - Quality of the Continuation Plan

1. **The Secretary considers the quality of the continuation plan for the proposed project. In determining the quality of the continuation plan, the Secretary considers the extent to which the eligible applicant is prepared to continue to operate the charter school 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 describes a robust continuation plan to operate the charter school beyond the grant activities with investments related to long range impacts. The applicant leverages historically proven capacity for financial backing responsibility with a trusted brand for appropriate programming and resources. For example, the applicant notes that the proposed cost exists as one-time expenditures. The applicant shows the gradual model of operations and academics that are implemented with fidelity. Beginning in the appendices, the applicant includes letters of support as evidence of significant prior experience partnering with improvement efforts. In addition, the applicant provides no-cost contributions of facilities, human resources, and competently credentialed staff to continue effective operations in a consistent and cost-effective manner for the proposed project (p. e67- e69, p. 46-48).

Weaknesses:

The applicant does not provide a projected budget outside of grant funding to support administrative costs (e67-e71). The applicant does not have an agreement or contract for future state funding to support students with disabilities and their families. The applicant does not have existing or potential commitments to support comprehensive fundraising efforts. The applicant does not present a substantial financial plan for subsequent years to continue intentional support based on projected 200 students per pupil funding (e67-e71).

Reader's Score: 10

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 2

1. Competitive Preference Priority 2: Opening a New Charter School or Replicating or Expanding a High-quality Charter School to Serve Native American Students

To receive points under this priority, an applicant must --

a. Propose to open a new charter school, or replicate or expand a high-quality charter school, that—

1. Utilizes targeted outreach and recruitment in order to serve a high proportion of Native American students, consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws;
2. Has a mission and focus that will address the unique educational needs of Native American students, such as through the use of instructional programs and teaching methods that reflect and preserve Native American language, culture, and history; and
3. Has or will have a governing board with a substantial percentage of members who are members of Indian Tribes or Native American organizations located within the area to be served by the new, replicated, or expanded charter school;

b. Submit a letter of support from at least one Indian Tribe or Native American organization located within the area to be served by the new, replicated, or expanded charter school; and

c. Meaningfully collaborate with the Indian Tribe(s) or Native American organization(s) from which the applicant has received a letter of support in a timely, active, and ongoing manner with respect to the development and implementation of the educational program at the charter school.

Strengths:

There are no strengths identified.

Weaknesses:

The applicant did not address this competitive preference priority.

Reader's Score: 0

Status: Submitted
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