

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

Status: Submitted

Last Updated: 08/21/2020 03:31 PM

Technical Review Coversheet

Applicant: Learning Point Alaska, Inc. (S282B200002)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	30	28
Quality of the Continuation Plan		
1. Continuation Plan	10	7
Significance of contribution for students		
1. Assisting Students	20	18
Quality of Project Design		
1. Quality of Project Design	25	25
Quality of Project Personnel		
1. Project Personnel	15	14
Sub Total	100	92
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Rural Community	7	7
Competitive Preference Priority 3		
1. Native American Students	5	5
Competitive Preference Priority 5		
1. New Potential Grantees	3	3
Sub Total	15	15
Total	115	107

Technical Review Form

Panel #1 - FY20 Developers 84.282b - 1: 84.282B

Reader #1: *****

Applicant: Learning Point Alaska, Inc. (S282B200002)

Questions

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 following factors:

Reader's Score: 28

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. (34 CFR 75.210(g)(2)(i))

Strengths:

The applicant clearly describes its Academic Policy Committee (APC) which governs the proposed project and includes parents and community members. The duties of the Project Director, the Science Curriculum Coordinator, and the School Principal are sufficiently detailed to achieve the objective of the proposed project (p. e-50-52).

Weaknesses:

The timelines and milestones to accomplish the proposed objectives are stated in very general terms and are listed in the year in which they are to occur. In order for the proposed project to achieve its goals, a more detailed timeline would support the proposed management plan and ensure that goals are accomplished on time (p. e-53-54). For example, the 2023/24 timeline simply includes items such as community presentations Q 1-3 which does not sufficiently describe the specific dates (months) to determine if the community presentations are offered during adequate time frames (p. 54).

Reader's Score: 13

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. (34 CFR 75.210(g)(2)(iv))

Strengths:

The key personnel appropriately identified by the applicant include the Project Director, the School Principal, and the Science Curriculum Coordinator (p. e-55). The applicant lists the duties of the project director which effectively includes the supervision of the implementation of the proposed science curriculum and an overseeing of the grant reporting requirements (e-52). The time commitment of 48 days per year during years one to three and 30 days during year four of the proposed project's implementation, adequately supports the duties of this position and ensures that the proposed objectives will be met (p. e-55). In addition to the project director, the school principal will fittingly spend .7 FTE toward the implementation of the proposed project and includes responsibilities such as the

Sub

delivery of professional development and coaching teachers. The science curriculum coordinator will design and implement the proposed TREKS units and the corresponding time commitment of ten weeks during year one will be sufficient to achieve the proposed objectives (p. e-55).

Weaknesses:

No weaknesses are noted.

Reader's Score: 10

- 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. (34 CFR 75.210(g)(2)(v))**

Strengths:

The applicant adequately demonstrates that it will ensure a diversity of perspectives as its governing entity, the Academic Policy Committee (APC), fittingly includes parents and community members (p. e-48-49). The parents and community members bring diverse perspectives to the proposed project as they fill other roles within the community that enriches their perspectives. In addition, the APC includes Elders, the regional school board president, and a university liaison which will add diverse perspectives to the proposed project (p. e-50). The applicant's commitment to diverse perspectives is convincingly underscored by the inclusion of parents in the school's professional development activities and the teaching of the Yuyaaraq curriculum by Elders (p. e-56).

Weaknesses:

No weaknesses are noted.

Reader's Score: 5

Selection Criteria - Quality of the Continuation Plan

- 1. 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. (NFP)**

Strengths:

The applicant convincingly demonstrates that its community has complete ownership of the proposed project as the physical building was built with private donations and locally interested individuals will have the opportunity to earn their teaching credentials while participating in the proposed project. The applicant is building an educational infrastructure that it is able to sustain independent of the proposed project's funding but would operate on a smaller scale once the grant funds are no longer available (p. e-57-59).

Weaknesses:

The applicant is indicating that it is in the process of securing additional funds for the proposed project so that it can be sustained after grant funds under this program are no longer available. However, the applicant does not indicate where and how the additional funds are being generated. (p. 57).

Reader's Score: 7

Selection Criteria - Significance of contribution for students

1. 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. (NFP)

Strengths:

The applicant comprehensively demonstrates that it will assist educationally disadvantaged students through a variety of ways. The applicant fittingly proposes to recruit and enroll any student who meets the grade level requirements which is grade 4 through 8 regardless of his/her status and proposes to meet each student's individual instructional needs (p. e-66 and p. e-116-121). The applicant will employ a special education teacher to help meet the needs of educationally disadvantaged students (p. e-119).

The applicant demonstrates that it has extensive knowledge of its target student population's performance through state test data which indicates that only one student was proficient in the area of science and none of the students were proficient in math or English which underscores the vast educational disadvantage the target population is experiencing. In addition, 100% of the target student population qualifies for free or reduced-price meals by federal reporting standards which is an indicator of educational disadvantage. Adding to the existing educational underachievement is an under-identification of students who may qualify for special education services (p. e-22). The applicant has thoroughly identified the specific educational setbacks experienced by its target population and proposes appropriate strategies to address them. For example, the applicant proposes to develop a curriculum that re-kindles students' natural inkling to discovery and curiosity. Native Alaska Yugtun speakers will be employed to help English learners and to preserve the language and culture of the Alaska Native youths (p. e-23).

Weaknesses:

The applicant indicates that it will serve students in grade 4 through 8 along with learners who are English learners and students with IEPs. It explains that there is a large number of educationally disadvantaged students who have not yet been identified as needing formal, specialized services. The applicant proposed to hire only one special education teacher and does not present a contingency plan regarding how it will evaluate and serve the potential additional students who will require specialized services (p. e-23).

Reader's Score: 18

Selection Criteria - Quality of Project Design

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

Reader's Score: 25

Sub

Sub

1. (i) **The extent to which the proposed project demonstrates a rationale (as defined in 34 CFR 77.1(c)). (34 CFR 75.210(c)(2)(xxix))**

Strengths:

The applicant suitably proposes to use the constructivist education model as a guide in its project design as this model supports the learning method where students construct personal understanding based on experiencing things and reflecting on those experiences (p. e-27). Embedded within this rationale is an effective theory of change where the applicant integrates language and culture to help students develop resilience and connectedness to their culture (p. e-28). The applicant provides relevant and current research that supports the proposed culturally relevant program and the social studies curriculum that utilizes both English and Yugtun languages (p. e-28-29). The applicant proposes to provide opportunities for interested Alaska Native adults who are competent in an Alaska Native language to become certified teachers through the Alaska Department of Education and Early Development program which will enhance Alaska Native youths' educational experience (p. e-30). The comprehensive operational logic model that lists relevant inputs, objectives, activities, and outcomes supports the proposed rationale and the well-researched project design (p. 28).

Weaknesses:

No weaknesses are noted.

Reader's Score: 10

2. (ii) **The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (34 CFR 75.210(c)(2)(i))**

Strengths:

The applicant proposes numerous specific goals, objectives, and outcomes that are measurable. The applicant proposes sixteen goals that capture the outcomes spanning across the entire project. Each goal is stated in measurable terms and includes a comprehensive analysis of how each goal will be evaluated. For example, the applicant fittingly proposes that 65% of its target population will demonstrate regular academic growth in English language arts and math measured by AimswebPlus progress monitoring. The applicant appropriately anticipates using the first test administration to form a baseline for each student in the fall of 2020 and will innovatively obtain five growth points throughout the year and will yield valuable information regarding the effectiveness of the instructional strategies employed by the charter school (p. e-41).

Weaknesses:

No weaknesses are noted.

Reader's Score: 10

3. (iii) **The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project. (34 CFR 75.210(c)(2)(x))**

Strengths:

The applicant indicates that it strives to become a model for other charter schools in Alaska and that its efforts will be replicated to achieve similar results elsewhere (p. e-44). The applicant's detailed project design, the carefully crafted goals and objectives along with the research-based strategies and logic model are strong indicators that the desired outcomes will be achieved. The applicant comprehensively identified the issues facing its target population and proposes logical strategies to address the complex needs of its target population. The proposed project lends itself to replication as it will generate evidence regarding the effectiveness of each goal and objective in relation to the anticipated outcomes.

Sub

Weaknesses:

No weaknesses are noted.

Reader's Score: 5

Selection Criteria - Quality of Project Personnel

- 1. The Secretary considers the quality of the personnel who will carry out the proposed project.**

Reader's Score: 14

Sub

- 1. (i) In determining the quality of project personnel, the Secretary considers 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. (34 CFR 75.210(e)(2))**

Strengths:

The proposed project is located in a rural Alaska village with all community members having been traditionally underrepresented. The applicant appropriately proposes to employ members of the community for positions at the charter school. In addition, the applicant fittingly states that the majority of individuals serving on the Board of Directors are members of an Alaska Native tribe (p. e-29).

Weaknesses:

The applicant proposes to hire qualified personnel from within its community where all of the majority of the target population consists of traditionally underrepresented individuals. However, it does not propose a plan in the event a qualified candidate must be hired from outside its target area. The applicant does not explicitly state it will encourage applications for employment from persons who are a member of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

Reader's Score: 4

- 2. (ii) In addition, the Secretary considers the qualifications, including relevant training and experience, of key project personnel. (34 CFR 75.210(e)(3)(ii))**

Strengths:

The applicant appropriately identifies the key project personnel as the principal of the proposed charter school, the President of the Board of Directors for Learning Point Alaska who will serve as the Project Director, and the Science Curriculum Director (p. e-46-47). The qualifications of each of these personnel are relevant to the proposed project and include training and experience that will ensure the proposed project will be carried out successfully. For example, the principal has a Master's degree in Educational Leadership with nine years of experience as a school administrator. Her skills in data analysis and instructional decision-making will greatly contribute to the success of the proposed project (p. e-46-47).

Sub

Weaknesses:

No weaknesses are noted.

Reader's Score: 10

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. Competitive Preference Priority 1—Rural Community (0 or 7 points).

Under this priority, applicants must propose to open a new charter school or to replicate or expand a high-quality charter school in a rural community.

Strengths:

The applicant effectively demonstrates that the proposed charter school is located in a rural community which is specified as Hooper Bay, Alaska (p. e-14). The applicant fittingly describes its rural and remote location as it is located adjacent to the Bering Sea and is only accessible by boat or plane. The village which is the location of the proposed project, covers roughly 9 square miles and is located within the Lower Yukon School District (LYSD) (p. e-19).

Weaknesses:

No weaknesses are noted.

Reader's Score: 7

Competitive Preference Priority - Competitive Preference Priority 3

1. Competitive Preference Priority 3—Opening a New Charter School or Replicating or Expanding a High-quality Charter School to Serve Native American Students (Up to 5 points).

Under this priority, applicants 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:

(a1) The applicant adequately demonstrates that 100% of its target population is Alaska Native which makes targeted outreach and recruitment unnecessary. (a2) The applicant's mission statement fittingly shows that it will address the unique educational needs of Alaska Native students. For example, the applicant proposes to create an educational system that utilizes traditional ways of knowing and methods of instruction that will help to transition rural Alaska Native students into Western post-secondary education and training opportunities while fostering pride and a strong sense of cultural identity (p. e-20). The applicant comprehensively proposes the utilization of the Yuyaaraq curriculum, the use of dual language resources (Yugtun/English), and the hiring of type "M" teachers who are bilingual to achieve this mission (p. e-20). (a3) The applicant effectively states that the proposed charter school has a governing board with eleven of thirteen (84%) voting members being Alaska Native. Specifically, the governing board consists of three family members of enrolled students, two elders, two staff members, three staff members, and a representative from Learning Point Alaska (p. e-20). (b) The applicant appropriately submits several letters of support from Alaska Native organizations which supports the proposed charter schools. For example, the Lower Yukon School District applauds the developers of the proposed project for developing and promoting family, community, tribal, and regional partnerships to provide a more comprehensive system of support for students (p. e-105-106). A letter of support from the Tribal Chief welcomes the applicant's proposal to preserve traditional Yup'ik values (p. e-107). (c) The applicant effectively demonstrates that meaningful collaboration has proceeded the development and implementation of the educational program. Specifically, the applicant has comprehensively partnered with the Sea Lion Corporation and the Tribe of its target area to conduct a feasibility study which guided the educational program of the proposed project (p. e-21).

Weaknesses:

No weaknesses are noted.

Reader's Score: 5

Competitive Preference Priority - Competitive Preference Priority 5**1. Applications from New Potential Grantees (0 or 3 points)**

Under this priority, an applicant must demonstrate that it has never received a grant, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, under the program from which it seeks funds.

Strengths:

The applicant effectively demonstrates that Learning Point Alaska and Hooper Bay Charter School have never applied for a grant prior to this competition and therefore meet Competitive Preference Priority 5.

Weaknesses:

No weaknesses are noted.

Reader's Score: 3

Status: Submitted

Last Updated: 08/21/2020 03:31 PM

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Technical Review Coversheet

Applicant: Learning Point Alaska, Inc. (S282B200002)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	30	27
Quality of the Continuation Plan		
1. Continuation Plan	10	7
Significance of contribution for students		
1. Assisting Students	20	16
Quality of Project Design		
1. Quality of Project Design	25	24
Quality of Project Personnel		
1. Project Personnel	15	14
Sub Total	100	88
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Rural Community	7	7
Competitive Preference Priority 3		
1. Native American Students	5	5
Competitive Preference Priority 5		
1. New Potential Grantees	3	3
Sub Total	15	15
Total	115	103

Technical Review Form

Panel #1 - FY20 Developers 84.282b - 1: 84.282B

Reader #2: *****

Applicant: Learning Point Alaska, Inc. (S282B200002)

Questions

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 following factors:

Reader's Score: 27

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. (34 CFR 75.210(g)(2)(i))

Strengths:

The application's management plan adequately details timelines and milestones which are considered reasonable in accordance with the budget presented. (page e53-e54) The duties of the principal, project director, and science curriculum coordinator require regular reporting to the Academic Policy Committee (APC) with updates on school successes, challenges, and needs. The APC has defined four standing committees with responsibilities which are incorporated in the strategy that include; career guidance, instruction, student leadership, and school finance. Learning Point Alaska acts as a liaison between Sea Lion Corporation, Sylvan Learning Alaska, the Alaska Department of Education and Early Development Native groups. (page e50)

Weaknesses:

The application details that the eleven board members of the Academic Policy Committee (APC) which is the governing body of the school, require training for school governances and best practices for curriculum review. (page e14) This is an important part of the proposed project, and more detail is needed.

Reader's Score: 12

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. (34 CFR 75.210(g)(2)(iv))

Strengths:

The commitments of time for the project director and principal investigator along with other key project personnel as detailed in the application include previous experience in education and the project. They are appropriate to meet the objectives. (page e55) The project director conducted the feasibility study for Hooper Bay Charter School. (page e48) This information demonstrates invaluable experience and indicates appropriate management and key personnel are in place to meet the objectives of the proposed project.

Sub

Weaknesses:

No weaknesses noted.

Reader's Score: 10

- 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. (34 CFR 75.210(g)(2)(v))**

Strengths:

The application thoroughly outlines in the model a plan to ensure that a diversity of perspectives is included in the operation of the project. In accordance with ESEA and Alaska charter school statute, Hooper Bay Charter School is governed by an Academic Policy Committee (APC). This committee is extensive and includes parents and community members with different disciplines and diverse backgrounds. (page e49) In order to maintain continuity and institutional knowledge the terms expire on a rotating basis. (page e49) One of the goals in the proposed project notates that 6 yearly community presentations will be attended by both students, parents, and community members. Additionally, all Trek content will have a formal review by the APC using a framework for designing indigenous people.

Weaknesses:

No weakness noted.

Reader's Score: 5

Selection Criteria - Quality of the Continuation Plan

- 1. 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. (NFP)**

Strengths:

The school facility designated for use by the Hooper Bay Charter School is currently under construction. (page e57) The dedication in 2019 by the Sea Lion Board of Directors signals community interest and support for the continued success of the area's first charter school. The applicant hopes that the development of the curriculum model and instructional resources in the early years will fulfill the dream of Hooper Bay village having a successful model design. (page e59) The details of the proposed project demonstrates the community's commitment once the grant funds under this program are no longer available.

Weaknesses:

The proposed grant provides much needed funds for the startup costs and activities. The application focuses on the curriculum and strategy for the school but no continuum budgetary plan after these funds are no longer available. (page e59)

Reader's Score: 7

Selection Criteria - Significance of contribution for students

1. 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. (NFP)

Strengths:

The applicant has performed an analysis of other schools finding that none of the students attending school in the village of Hopper Bay were proficient in either English language, arts, or math in 2019. (page e22) Three-fourths of the students are English learners who have not exited the support status. Additionally, 100% of the target population qualifies for free or reduced-price meals. Historically, there is an under-identification of students qualified for special education services primarily based on the unavailability of services. (page e22) This research served as the catalyst for the model design. The instruction model design utilizes multi-age groupings with an emphasis on STEM, discovery, and investigation. The innovative Basecamp and Trek model which includes monitoring will include the engagement of science curriculum experts. (page e25) The progress monitoring assessments (AIMSWeb) will be administered and reviewed with students. (page e26) Theory about the additive benefits of biliteracy has been included in the program strategy for the English learners along with a full-time special education teacher. (page e32) Additionally, the Yuyaaraq values, history and culture are incorporated into the model. These components in the proposed project demonstrate that the applicant proposes to open, recruit, enroll, and effectively serve educationally disadvantaged students.

Weaknesses:

The proposed plan does not present statistical information by student grade level for the state and other schools in the area to assist in documenting the target student group. Also, there is only one full-time special education teacher with no contingency plan should enrollment exceed their capacity.

Reader's Score: 16

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

1. (i) The extent to which the proposed project demonstrates a rationale (as defined in 34 CFR 77.1(c)). (34 CFR 75.210(c)(2)(xxix))

Strengths:

The application details research about the rural area and students as the basis for formulating the strategy and design. The information including the creation and implementation of multi-disciplinary, relevant, engaging, and developmentally appropriate education for students grades 4-8 grades is detailed in their logic model. During the initial three years in operation, 18 project-based Trek Modules will be identified from research-based and locally relevant sources to maximize student involvement in local science. (page e64) Applicant will use proficiency-based learning which is a tool that will provide teaches with more detailed or fine-grained information about the student learning progress. The scope of the proposed plan demonstrates strong rationale for the project.

Sub

Weaknesses:

No weakness noted.

Reader's Score: 10

- 2. (ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (34 CFR 75.210(c)(2)(i))**

Strengths:

The eight objectives that support the goals and outcomes to be achieved by the proposed project are clearly specified in the logic model. (page e 45) Information includes the planned activities for measuring along with an analysis. (page e36) The application details all TREK content is aligned to Alaska Science standards and crosswalked to English language and math standards. Students will participate in PEAKS assessments measuring their growth and progression. One of the goals detailed is the development of benchmarking.

Weaknesses:

The application does not include proficiency data information by grade level for the student population. This would assist in determining specific benchmarks and monitoring growth.

Reader's Score: 9

- 3. (iii) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project. (34 CFR 75.210(c)(2)(x))**

Strengths:

The application notes that Alaska has one of the oldest and worst charter schools in the country. The state funding model starts at 75 students and does not address a requirement for 60 which as designed should be more effective. (page e43) This model is being used to update old charter school laws in the state. Hooper Bay Charter School incorporates goals from Alaska's Education Challenge Plan and hopes to be a blueprint for other rural charter school for Alaska Native students. (page e44) Tribal and community support were needed to bring this to fruition while clarifying much needed distinctions between statute and regulation. The details are demonstrated in the design of the proposed project including rubrics for evaluating Trek. Units serve as an indicator for assessing and guiding possible replication of project activities. (page e10) The project as designed, provides comprehensive detail for the implementation which would result in information guiding possible replication of activities or strategies.

Weaknesses:

No weakness noted.

Reader's Score: 5

Selection Criteria - Quality of Project Personnel

- 1. The Secretary considers the quality of the personnel who will carry out the proposed project.**

Reader's Score: 14

Sub

1. (i) In determining the quality of project personnel, the Secretary considers 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. (34 CFR 75.210(e)(2))

Strengths:

The applicant details staffing which includes three key project personnel for the proposal: [REDACTED]

[REDACTED] These positions are intended to give a diverse perspective. (page e48) The application notes a preference for hiring staff who can speak and understand Yugtun which demonstrates inclusion of an underrepresented group. The intent of the proposed project is to hire and cultivate the local education workforce. (page e9)

Weaknesses:

The applicant wants to provide opportunities for Elders to be compensated and valued for their knowledge however the specific qualifications and processes are not clear. (page e46) The recruitment strategy is inadequate and not broad or inclusive to attract other qualified individuals outside of the original community. This would be beneficial in further diversifying their staff.

Reader's Score: 4

2. (ii) In addition, the Secretary considers the qualifications, including relevant training and experience, of key project personnel. (34 CFR 75.210(e)(3)(ii))

Strengths:

The personnel have a depth of knowledge in education, project management, consulting, and evaluation experience [REDACTED] the Project Director, has 34 years of experience in education in Alaska. This includes 60 different mixed method design evaluations since 2003. (page e47) She conducted the original feasibility study for Hooper Bay Charter School which included extensive research.

Weaknesses:

No weakness noted.

Reader's Score: 10

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. Competitive Preference Priority 1—Rural Community (0 or 7 points).

Under this priority, applicants must propose to open a new charter school or to replicate or expand a high-quality charter school in a rural community.

Strengths:

The applicant proposes to open a new charter school in Hooper Bay, a traditional Alaska Native village located on the west coast of the Bering Sea in Alaska. (page e14) This location is accessible only by boat or air with gravel roads running through the village. (page e19) Schools in the district qualify for dual funding in accordance with rural locale code 43. Additionally, 100% of the students at the proposed project location meet the poverty threshold guidelines for the National School Lunch Program. (page e19) Under this priority the applicant details in the project the intent of opening a new

charter school in a rural community.

Weaknesses:

No weaknesses are noted.

Reader's Score: 7

Competitive Preference Priority - Competitive Preference Priority 3

1. Competitive Preference Priority 3—Opening a New Charter School or Replicating or Expanding a High-quality Charter School to Serve Native American Students (Up to 5 points).

Under this priority, applicants 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:

1) The applicant will target outreach and recruitment to serve a population of students which are 100% Alaska Native. (page e19)

2) The application details that the mission and focus is to create an educational system that embraces the unique rural environment which is rich in Alaska Native traditions, tribal government, and native village. The curriculum will be reflective of cultural values, traditions, practices, and languages. The proposed project structure includes partnerships with cultural-based learning organizations to develop and transition rural Alaska Native students into Western postsecondary education and training opportunities. (page e20)

3) The applicant, Hooper Bay Charter School has a governing board Academic Policy Committee (APC) consisting of eleven Alaska Native members in diverse positions. This diverse cross-section includes three (3) parents/guardians/grandparent of students enrolled, two (2) elders, two (2) staff members, three (3) community members, and one (1) member representing Learning Point Alaska. (page e20)

b) The application includes letters of support including the City of Hooper Bay, Tribe of Hooper Bay, and Sea Lion Corporation. (page e107-111)

c) The letters of support included in the application demonstrate meaningful collaboration including involvement in the planning and design of the curriculum. This includes pertinent resolutions supporting the school development, funding from the Sea Lion Corporation (SLC) for a feasibility study, surveys, and community awareness meetings. (page e21)
These and other activities included the development of the Academic Policy Committee (APC) formed in 2018. (page

e22)

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Competitive Preference Priority - Competitive Preference Priority 5

1. Applications from New Potential Grantees (0 or 3 points)

Under this priority, an applicant must demonstrate that it has never received a grant, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, under the program from which it seeks funds.

Strengths:

The application notes that Learning Point Alaska and Hooper Bay Charter School have never applied for a Charter School grant prior to this competition. (page e22) This information demonstrates that the proposed new project meets the qualifications for Competitive Preference Priority 5.

Weaknesses:

No weaknesses noted.

Reader's Score: 3

Status: Submitted
Last Updated: 08/21/2020 03:31 PM

Status: Submitted

Last Updated: 08/21/2020 03:31 PM

Technical Review Coversheet

Applicant: Learning Point Alaska, Inc. (S282B200002)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	30	25
Quality of the Continuation Plan		
1. Continuation Plan	10	5
Significance of contribution for students		
1. Assisting Students	20	12
Quality of Project Design		
1. Quality of Project Design	25	25
Quality of Project Personnel		
1. Project Personnel	15	13
Sub Total	100	80
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Rural Community	7	7
Competitive Preference Priority 3		
1. Native American Students	5	5
Competitive Preference Priority 5		
1. New Potential Grantees	3	3
Sub Total	15	15
Total	115	95

Technical Review Form

Panel #1 - FY20 Developers 84.282b - 1: 84.282B

Reader #3: *****

Applicant: Learning Point Alaska, Inc. (S282B200002)

Questions

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 following factors:

Reader's Score: 25

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. (34 CFR 75.210(g)(2)(i))

Strengths:

On page 41, the applicant adequately describes goals and milestones for Hooper Bay Charter School which include: reducing the performance gaps in English for all student groups by 45% and increasing the proficiency rate to 65%. The school also states that all students will be reading at grade level by the end of third grade, but the school starts at grade 4. Ninety percent of educators new to Alaska will be actively engaged in a cohort-based induction programs as noted on page 41/pge58.

Weaknesses:

The applicant does not state how the milestones within this project will be conducted. The instructional design also states that all supports including meeting students with disabilities and English language learners will be designed to help all students succeed through the following: multi-age grouping, interdisciplinary and thematic instruction, small teacher, student ratio, and cultural relevancy. If the current project has additional students that will need supports of those listed above, only having one designated special education teacher may not be sufficient and thus, could prohibit the applicant from meeting the intended goals set forth within the current design. Therefore, the applicant has limited components to the management plan.

Reader's Score: 11

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. (34 CFR 75.210(g)(2)(iv))

Strengths:

The key project personnel have clear time commitments that are appropriate and adequate to meet the objectives of the proposed project. Beginning on page e38, the objectives for this project are specific for the project director and principal investigator to adequately complete. Because of the expertise of the key personnel, the proposal supports the instructional design of the charter school's mission and function as detailed on pages 32/pge49- pages 35/pge52, which is the main component to start this charter school. The Hooper Bay Charter School Principal will

Sub

spend .7 FTE of her regular contract time on activities associated with this grant. The remainder of her regular time will be spent on facilities and other tasks not assigned to this project. Her contract will also be extended from 205 days to 250 days to support project related activities such as planning and delivery of professional development, supervision of tutoring, and coaching for Type "M" teachers. This makes her commitment to the project full-time. The Project Director will spend 48 days/year overseeing the project, which is the equivalent of one full day per week. By the end of year three, the Project Director will have finished guiding the APC through review of the TREK units. In year four her time commitment will drop to 30 days/year and in the final year of the grant it will be 24 days/year. The time commitment of the Science Curriculum Coordinator will be the most intensive in the first year when the scope and sequence for the whole curriculum of 18 TREKS needs to be established and processes developed for designing and implementing TREKS. Therefore, the applicant adequately justifies the extent to which the time commitments of the project personnel.

Weaknesses:

No weaknesses noted.

Reader's Score: 10

- 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. (34 CFR 75.210(g)(2)(v))**

Strengths:

The applicant demonstrates how the diversity of perspectives will be brought to fruition in the operation of the proposed project. On page e37/ page 20, provides specifics on how the applicant ensures the diversity of perspectives will be collected through the community participation survey with a data analysis goal of 85% in agreement of the instructional content to be culturally relevant. Students, parents, and community will be targeted to attend community presentations on the Trek curriculum.

Weaknesses:

The applicant does not describe how the perspectives of the teachers will be captured beyond participation in professional development as noted on page e36/ page 19. Because the teachers will be responsible for ensuring the goal of this project is met, it is imperative for the applicant to include the perspective of teachers in this project. The applicants leaves the teachers' perspective undocumented.

Reader's Score: 4

Selection Criteria - Quality of the Continuation Plan

- 1. 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. (NFP)**

Strengths:

On page 28, the applicant soundly showcases an operational logic model and the reliance of support of the project personnel to help assist Alaska's change in charter school laws. The school is currently under physical construction, which suggests a continued support for the longevity of the school.

Weaknesses:

While the inputs and activities are strong for the first three years of the school's opening, the objectives of the creation of a fully developed Yuyaaraq curriculum is a lofty objective to accomplish while implementing the start up activities including supporting students who are behind academically in dual languages especially when the student outcomes include 40% of HBCS students will meet the individual PEAKS academic growth target established by the state for LYSD students. Due to the components of the instructional design, it would be a necessity to ensure that funding would continue beyond the grant's existence and the application did not detail how additional funding would be secured. Therefore, the continuation plan is limited in its design.

Reader's Score: 5

Selection Criteria - Significance of contribution for students

- 1. 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. (NFP)**

Strengths:

As noted on page 5/page 22, students that would enroll in Hooper Bay Charter School would need supports in language and academics. The state's data indicates that students are not identified for qualified for special education services. The instructional design acknowledges the physical, emotional, and cultural development of students in grades 4-8. Teachers sharing the same dual language of the students will be reinforced which would be beneficial for both groups. With the charter school accepting all students that enroll, the significance to make a large contribution to educationally disadvantaged students has been sufficiently addressed.

Weaknesses:

However, as the applicant stated, there is anticipation that students would need additional academic supports. After students experience testing and placement, the applicant does not specify assurance to support all students with only one special educator if there is an increase in students who may need additional supports. Because the applicant intends to hire only one designated teacher to support students with special needs, if the data proves that more students may need supports, the applicant will not be prepared to contribute a significance of the proposed project with educationally disadvantaged students, specifically English learners is undocumented.

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: 25

Sub

- 1. (i) The extent to which the proposed project demonstrates a rationale (as defined in 34 CFR 77.1(c)). (34 CFR 75.210(c)(2)(xxix))**

Sub

Strengths:

The proposed project demonstrates an exhaustive rationale that is needed in the area. One hundred percent of students in Hooper Bay meet the poverty threshold guidelines for the National School Lunch Program and the state of Alaska funds this area through the SRSA program (pg. 2/ pge19). The applicant will also be a new applicant that will serve 60 students in grades 4 through 8. The mission (page 2-3) and core beliefs (page6) of Hooper Bay Charter school stem from a constructivist philosophy of education. Specifically, the instructional model supports active learning, culturally relevance, and connection to the community. The applicant has described how the purpose of the grant will support students in the area of Alaska to meet the intended achievement outcomes.

Weaknesses:

No weaknesses noted.

Reader's Score: 10

- 2. (ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (34 CFR 75.210(c)(2)(i))**

Strengths:

On page 41, the applicant describes goals and milestones for Hooper Bay Charter School, which include: reducing the performance gaps in English for all student groups by 45% and increasing the proficiency rate to 65%. The school also states that all students will be reading at grade level by the end of third grade, but the school starts at grade 4. Ninety percent of educators new to Alaska will be actively engaged in a cohort-based induction programs as noted on page 41/pge58. The instructional design also states that all supports including meeting students with disabilities and English language learners will be designed to help all students succeed such as multi-age grouping, interdisciplinary and thematic instruction, small teacher, student ratio, and cultural relevancy. The applicant will utilize AIMSWEB as a data source to set goals, objectives, and outcomes that can be specified and measurable once the project begins.

Weaknesses:

No weaknesses noted.

Reader's Score: 10

- 3. (iii) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project. (34 CFR 75.210(c)(2)(x))**

Strengths:

The applicant provides a comprehensive design for implementing and evaluating the proposed project. On page 26 of the application, the applicant notes the novelty of this charter school project is in development, but will be monitored through the board which includes parent and community members that will evaluate the project personnel, goals, and outcomes as indicated on the logic model. The Hooper Bay Charter School is informing the conversations in Alaska about tribal education compacting and better ways to promote and support indigenous education in a way that benefits students and communities. This alliance will support their effectiveness of their approach and replication of the strategies within this project.

Weaknesses:

No weaknesses noted.

Sub

Reader's Score: 5

Selection Criteria - Quality of Project Personnel

1. The Secretary considers the quality of the personnel who will carry out the proposed project.

Reader's Score: 13

Sub

1. (i) In determining the quality of project personnel, the Secretary considers 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. (34 CFR 75.210(e)(2))

Strengths:

The quality of project personnel encouraging applications from a diverse pool of individuals is sound. The applicant intends to hire teachers that reflect students that the Hooper Bay Charter School will serve, a population of children which are Alaskan native Yup'ik ethnicity as documented in the abstract on pg. 1/ pge14. As noted on page 29, the school provides opportunities for Elders to be compensated and valued for their knowledge. The community and APC are especially interested in hiring local teachers and increasing their professional skills as teachers. All individuals who have been or will be hired for the aforementioned jobs are Alaska Native and representative of the Hooper Bay community. In addition to the majority Alaska Native representation on the school's APC, the majority of the Board of Directors for Learning Point Alaska are Alaska Native.

Weaknesses:

The applicant, however, does not specify how they will encourage applicants from traditionally underrepresented groups and thus this criteria is limited in evidence.

Reader's Score: 3

2. (ii) In addition, the Secretary considers the qualifications, including relevant training and experience, of key project personnel. (34 CFR 75.210(e)(3)(ii))

Strengths:

The key project personnel combined have over 60 years of experience among three individuals. Credentials include a bachelors of science in elementary education with a focus in mathematics instruction, science instruction, and education administration. Additional expertise in rural education, federal grant management, charter school law, and STEM are also present. The personnel is deemed qualified to lead this project. The management plan supports the instructional design of the charter school's mission and function as detailed on pages 32/pge49- pages 35/pge52. Therefore, the qualifications of the project personnel is convincing.

Weaknesses:

No weaknesses noted.

Reader's Score: 10

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. Competitive Preference Priority 1—Rural Community (0 or 7 points).

Under this priority, applicants must propose to open a new charter school or to replicate or expand a high-quality charter school in a rural community.

Strengths:

The area of Hooper Bay is a rural and remote community with access to the village by boat or by air in Alaska as noted on page e19 or page 2 of the application. Hooper Bay, Alaska qualifies as a rural, remote community. The only access to the village is by boat via the Bering Sea or by air. There are gravel roads that run through the village, but most individuals use four wheelers and snow machines for transportation. The village covers roughly 9 square miles. Hooper Bay, Alaska is in the Lower Yukon School District (LYSD). The school district meets the qualifications for both the Rural Low-Income Schools program and the Small Rural School Achievement program. All schools in the district, including Hooper Bay Charter School qualify for dual funding with a rural locale code of 43.

Weaknesses:

No weaknesses noted.

Reader's Score: 7

Competitive Preference Priority - Competitive Preference Priority 3

1. Competitive Preference Priority 3—Opening a New Charter School or Replicating or Expanding a High-quality Charter School to Serve Native American Students (Up to 5 points).

Under this priority, applicants 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:

The applicant addressed this priority and all subsections as noted on pages 19-21:

(1) AK Native enrollment count: 100% of the students enrolled at Hooper Bay Charter School are Alaska Native.

(2) Mission and focus on preserving language and culture: The mission of the Hooper Bay Charter School is to embrace the reality of our unique rural environment with its rich Alaska Native traditions, tribal government, native village

corporation (Sea Lion Corporation), ANCSA corporations, and cultural-based learning organizations, and create a partnership to develop well-prepared Alaska Native students who are, in -turn, able to contribute to their community.

(3) Proportion of governing board members who are AK Native: The Hooper Bay Charter School has a governing board (Academic Policy Committee, APC). The APC has eleven voting members: three (3) parents/guardians/grandparents of students enrolled in the school, two (2) elders, two (2) HBCS staff members, three (3) community members whose expertise benefits the school, one (1) member represents Learning Point Alaska. Non-voting members include a representative from the Lower Yukon School District, and the charter school principal. All APC members except the Learning Point Alaska and the charter school principal are Alaska Native.

(4) Letters of support: Letters are included in the Appendix from the City of Hooper Bay, Tribe of Hooper Bay, and Sea Lion Corporation, all duly organized and recognized Alaska Native organizations.

(5) Meaningful collaboration: In early 2018, Sea Lion Corporation (SLC) and the Tribe of Hooper Bay issued a resolution to support the development of Hooper Bay Charter School. SLC provided funding for a feasibility study and sponsored three community awareness meetings.

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Competitive Preference Priority - Competitive Preference Priority 5

1. Applications from New Potential Grantees (0 or 3 points)

Under this priority, an applicant must demonstrate that it has never received a grant, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, under the program from which it seeks funds.

Strengths:

The priority is addressed in that the school meets all of the outlined conditions for this preference priority as the applicant has never a received a grant previously as noted on page e15.

Weaknesses:

No weaknesses noted.

Reader's Score: 3

Status: Submitted

Last Updated: 08/21/2020 03:31 PM