

**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: Acadia Academy (S282B200011)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of the Management Plan</b>		
1. Management Plan	30	28
<b>Quality of the Continuation Plan</b>		
1. Continuation Plan	10	10
<b>Significance of contribution for students</b>		
1. Assisting Students	20	10
<b>Quality of Project Design</b>		
1. Quality of Project Design	25	15
<b>Quality of Project Personnel</b>		
1. Project Personnel	15	5
<b>Sub Total</b>	100	68
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Rural Community	7	0
<b>Competitive Preference Priority 3</b>		
1. Native American Students	5	0
<b>Competitive Preference Priority 5</b>		
1. New Potential Grantees	3	3
<b>Sub Total</b>	15	3
<b>Total</b>	115	71

# Technical Review Form

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

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

Applicant: Acadia Academy (S282B200011)

## 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 management plan includes a clear list of adequate tasks that are related to the proposed purchases and the installations of items, which correspond to some of the proposed project outcomes. A specific timeline and the persons responsible for each of the tasks are depicted in this rubric and supports that the objectives of the proposed project are achieved on time and within budget. For example, to achieve an increase in school safety, the application adequately proposes to purchase school safety equipment, make repairs to the school's roof, and conduct online staff training. These activities are effectively to be carried out no later than Spring of 2021 and are fittingly the responsibility of the Project Director (p. e-48).

#### Weaknesses:

No weaknesses are 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. (34 CFR 75.210(g)(2)(iv))

#### Strengths:

The applicant proposes time commitments from the Project Director, who also serves as Co-Principal Investigator, which is 20 days per year (p. e-43). Another Co-Principal Investigator will spend seven days per year toward the proposed project. In addition, the applicant lists a special services coordinator who commits two days per year toward the proposed project and a facilities manager who will oversee certain aspects of the proposed project during two days per year. Since the scope of the proposed project involves purchases and some repairs, the time commitments of the key personnel are appropriate and adequate to meet the objectives of the proposed project (p. e-38).

**Sub**

**Weaknesses:**

The applicant lists the time commitments in the form of days per year, however, a more specific time commitment in terms of hourly commitments would be more appropriate in demonstrating that the proposed objectives will be adequately met (p. e-43).

**Reader's Score: 8**

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 that a diversity of perspectives is brought to bear in the operation of the project, and states that several parents were involved in the design of the charter school (p. e-58). In addition, the applicant also demonstrates that groups of community members were involved to solicit their input in the operation of the proposed project (p. e-59). The applicant provides several letters of strong support from entities such as community businesses, the police department, and parents. For example, a letter from a parent supports the proposed project as it has helped her daughter to access learning opportunities that are not available to her daughter elsewhere (p. e-182) which supports that the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project.

**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 provides an extensive continuation plan that demonstrates that funding is secured through local, state, and federal sources which will allow the applicant to operate the charter school once the grant funds under this program are no longer available (p. e-49-54). For example, the applicant convincingly notes that the proposed purchase of equipment will last several years and that future costs associated with replacing this equipment will be generated through state funding (██████ of the school's operating costs), Title I funds, and fundraising efforts (p. e-51).

**Weaknesses:**

No weaknesses are noted.

**Reader's Score: 10**

**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 appropriately states that it will continue to provide high quality academics and opportunities in a nurturing and inclusive learning environment for all of its students and especially for those who have been under-served and underexposed to activities outside of the school day (p. e-17). For example, the applicant fittingly proposes to continue the implementation of experiential learning strategies that are believed to develop the whole student (p. e-17-18).

**Weaknesses:**

The applicant does not sufficiently describe the specific strategies the proposed project will make in assisting educationally disadvantaged students and only describes its existing program in broad categories such as the provision of experiential learning, a direct instruction model, and the inclusion of special needs students (p. e-24-33). For example, the applicant does not discuss what specific activities it proposes under the umbrella of experiential learning and how experiential learning will reinforce the academic objectives that students must learn in order to meet challenging State standards.

**Reader's Score: 10**

**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: 15**

**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 appropriately provides a rationale that seeks to provide for the needs of a diverse student body to improve student academic achievement and 21st Century Skills needed to succeed in school, in post-secondary environments and in life, especially for students living in rural communities (p. e-36). This rationale is supported by several objectives, activities, and outcomes that are adequately listed within the logic model (p. e-36-37).

**Weaknesses:**

The applicant underscores in the rationale and throughout the application that its focus is on students living in rural communities, however, it is unclear what percentage of its target population is indeed considered rural. For example, the applicant states that 58% of its students reside in Lewiston, the target area, and that 26% of its students live in rural towns (p. e-18). The applicant does not provide official census data to specify exactly how many students live in designated rural areas.

Sub

Reader's Score: 7

**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 lists one broadly stated goal and four simple objectives (p. e-36-37). For example, the goal states that it seeks to provide for the needs of a diverse student body to improve student academic achievement and 21st Century Skills needed to succeed in school, in post-secondary environments and in life, especially for students living in rural communities (p. e-36-37). Some of the outcomes are stated in measurable terms as baselines and targets are appropriately listed. For example, the 10% growth anticipated in the area of academic achievement is supported by baselines for most of the grade levels (p. e-3).

**Weaknesses:**

The goals, objectives and intended outcomes are disconnected as the expectations for the outcomes have no connection to the proposed objectives. For example, the applicant anticipates increased academic achievement by purchasing and placing into use equipment/technology, materials & supplies for the sixth grade; providing technology for grades K-2; and providing resources in literacy, science, art and social / emotional learning for all grade levels (p. e-232). The applicant does not convincingly demonstrate that the simple purchase of equipment would lead to an increase of 10% in all students' academic achievement scores in math, English, and emotional/social learning (p. e-232-233). The applicant proposes to improve 21st Century Skills but does not address how it will improve 21st Century Skills in the proposed project. The objectives are not specifically stated as they are very brief. For example, objective one states "ensure school safety" which is not sufficiently detailed to understand the specific area of school safety the applicant seeks to focus on. The corresponding activity states "train staff in access/use of safety equipment and supplies" but does not specify whether all staff will be trained or how often staff will be trained (p. e-36). The applicant does not provide baseline data for some of the goals which are needed in order to determine if the target growth has been reached. For example, the applicant anticipates that 50% of its target population will reach the fitness goals but does not state how many students are currently meeting the fitness goals which would help to determine if the goal is achievable (p. e-37).

Reader's Score: 6

**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 effectively demonstrates that a third-party evaluator will evaluate the proposed project to determine if the methods used are effective in meeting the proposed project's goals (p. e-35).

**Weaknesses:**

The applicant does not demonstrate that evaluation results could potentially be used to replicate project activities or strategies. The applicant does not demonstrate a clear connection between the proposed strategies and anticipated project outcomes, which may yield limited results for the purpose of replication.

Reader's Score: 2

## 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: 5

### 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 states that it is an equal opportunity/affirmative action employer and has clearly defined hiring practices that are aligned with applicable labor laws, including a nondiscrimination policy. The applicant fittingly demonstrates that it recruits staff using multiple venues to attract individuals from diverse backgrounds (p. e-47). For example, outreach efforts are made to reach underrepresented groups by posting hiring announcements in public places and at all Maine colleges and universities, such as the University of Maine at Farmington (p. e-47). In addition, the applicant convincingly demonstrates that its teaching staff's racial backgrounds mirrors that of the target population which is a strategy that provides students with role models of similar backgrounds, fosters a sense of belonging, and facilitates increased achievement (p. e-47).

#### Weaknesses:

No weaknesses are noted.

Reader's Score: 5

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:

No strengths are noted.

#### Weaknesses:

Although the applicant includes some information about key personnel, the applicant does not demonstrate that key project personnel have the qualifications, including relevant training and experience to carry out the proposed project. For example, the Project Director (PD) also serves as Co-Principal Investigator (PI) and has the main responsibility of also being the school's 6th grade teacher (p. e-43). The PD/Co-PI does not have the qualifications, relevant training and experience according to her resume in educational decision-making, federal grant implementation, and supervision of staff which are needed to lead the successful implementation of this proposed project (p. e-165).

Reader's Score: 0

## 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:**

No strengths are noted.

**Weaknesses:**

The applicant does not address Competitive Preference Priority 1.

**Reader's Score: 0**

**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:**

No strengths are noted.

**Weaknesses:**

The applicant does not address Competitive Preference Priority 3.

**Reader's Score: 0**

**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 meets Competitive Preference Priority 5. The applicant effectively states that it has never received a grant or sub-grant for its charter school (p. e-17). In addition, the applicant appropriately provided a letter from the school's director/principal certifying this (p. e-84).

**Weaknesses:**

No weaknesses are noted.

**Reader's Score:** 3

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

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## Technical Review Coversheet

Applicant: Acadia Academy (S282B200011)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of the Management Plan</b>		
1. Management Plan	30	28
<b>Quality of the Continuation Plan</b>		
1. Continuation Plan	10	10
<b>Significance of contribution for students</b>		
1. Assisting Students	20	10
<b>Quality of Project Design</b>		
1. Quality of Project Design	25	17
<b>Quality of Project Personnel</b>		
1. Project Personnel	15	9
<b>Sub Total</b>	100	74
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Rural Community	7	0
<b>Competitive Preference Priority 3</b>		
1. Native American Students	5	0
<b>Competitive Preference Priority 5</b>		
1. New Potential Grantees	3	3
<b>Sub Total</b>	15	3
<b>Total</b>	115	77

# Technical Review Form

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

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

Applicant: Acadia Academy (S282B200011)

## 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 application's management plan provides details for each objective and clearly defines the associated responsibilities and timelines. This information includes the assigned staff or consultant. (page e47-e49) The objectives include, school safety, academic achievement, support educator growth and development, and student health and wellness. (page e32-e34) This information is further supported by activities detailed in the Maine Charter School Commission Required Elements Pre-Opening Plan information included in the application. (page e109-e117) The work plan documents comprehensive planning, that include clearly defined roles and time allocated to complete the respective project activities.

#### Weaknesses:

No weakness 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. (34 CFR 75.210(g)(2)(iv))

#### Strengths:

The application notes that the project director, a teacher at Acadia, will provide daily oversight. There are two coprincipal investigator roles assigned to existing staff who are on the Education Development Committee. These employees have served in these capacities since 2018 and will actively participate on the monthly Project Oversight Committee. The responsibilities will include financial management and compliance monitoring for all project activities. These and other key personnel have roles that are clearly defined and adequate to meet the objectives of the proposed project. (page e42-e44)

**Sub**

**Weaknesses:**

The project director and two co-principal investigator roles along with other key personnel have project time commitments that are not detailed by percentage of time dedicated. This information would be beneficial for tracking purposes and helpful in determining the success of the proposed project.

**Reader's Score: 8**

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 notes that Maine is one of the least racially and ethnically diverse states in the nation, with 94.7% of residents indicating they are white. (page e20) Acadia's mission and model displays a commitment to diversity and inclusion as it services the needs of student, staff, and community. The student population at the school is more diverse than the state's average population, with 8.3% of the student body identifying as members of a diverse group. (page e21) Acadia actively cultivates partnerships to expand awareness throughout the community. (page e47) Diverse community support is strongly evidenced by letters of support from a cross section of individuals included in the application. (page e179-e183) These supporters include parents, professionals, and a major donor in the community.

**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 application details that funds for the proposed project are for activities related to one-time start-up costs, such as technology for students, curriculum, equipment and supplies, and educator professional development. (page e50) The initial items will last for several years. Acadia's sustainability is evidenced in its overall strategy and model. There are connections with local community leaders and enterprises, the board and educators. Participation in federal ESEA Title I, Title II, and Title IV programs provide additional funding for students who are struggling and for teacher development that will support student and staff retention. Acadia's fundraising efforts since the start-up period demonstrate how imbedded the organization is in the community. Over the first three years, approximately \$ [REDACTED] of in-kind donations were received. These donations included \$ [REDACTED] of promised use of the school building during the fiscal year ending June, 2017. In December 2018, Acadia Academy recognized the in-kind donation of the building with a fair value in excess of \$ [REDACTED] (page e51) Furthermore, the application includes a letter of support from the donor of the building. (page e180) As evidenced in the financials included in the documentation, the school is financially sound and has stewardship to continue once the grant funds under this program are no longer available. (page e195-e213)

**Weaknesses:**

No weakness noted.

**Reader's Score:** 10

**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 application notes that Acadia Academy is a new public charter elementary school currently in its fourth year serving 228 pre-k through fifth grade students. The school strategy is to provide high quality academics to educationally disadvantaged students in a largely rural community where families have limited economic means. (page e18) The most recent standardized test scores for Maine document the below-average academic proficiency, which is pronounced for disadvantaged children. 39% of low-to-moderate income students are proficient in reading and 27% are proficient in math versus 63% and 52% respectively of higher-income students. (page e19) The achievement gap is disproportionate between educationally disadvantaged students with 40% proficiency in reading and 19% in math versus 67% and 43% for higher income students. The applicant's special education rate is 24% and they are aware of enrollment rates and achievement disparities for students with disabilities served by other charter schools in the state. Charter schools in the state serve higher averages of students with disabilities (12.5% to 34.6%) compared to statewide averages of 16.5% and national average of 14%. (page e20) The school is preparing to meet the needs of this target population and expects to see an increase. Acadia does not currently have English Language (EL) learners, however the special services coordinator is prepared to assist classroom instructional personnel in planning and implementing instruction for these students (as guided by the school's LAU plan). (page e29) This demonstrates reasonable planning by the applicant to ensure that the school will be able to expand and effectively serve educationally disadvantaged students in the target population.

**Weaknesses:**

Although the application notes information pertaining to standardized test scores and the achievement gap, the data is not detailed by grade-level. This level of detail would assist in better understanding the target student group. Additionally, there is no strategy in place to address growth rates for students with disabilities.

**Reader's Score:** 10

**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: 17

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 proposed project model demonstrates a comprehensive rationale and strategy, which will further improve education for students. The applicant's educational strategy is formed by decades of research on methods that provide effective results. Research collected from the school's first three years are showing positive results. NWEA testing data documents that kindergarten through fourth grade students are achieving between 46% and 74% at or above grade level in reading, and between 27% to 77% in math. Additionally, students transferring from traditional district schools in 2018 document changes with 50% improved in reading and 66% in math. (page e33-e34) Most of the student test scores are higher than those in surrounding elementary schools. Acadia student statewide averages are coming close to statewide averages and meeting national averages in ELA and math. (page e34)

**Weaknesses:**

The application details state academic achievement information for students with comparisons between Acadia, other local schools, Maine and National at a high level. This information is not detailed by grade level, which would assist with measuring growth and benchmarking.

Reader's Score: 8

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 has selected an experienced evaluator to implement processes, and collect and analyze performance measure data. The strategy includes monthly updates to document progress along with an annual report. The application includes a copy of the evaluator, The Shadow Group, LLC, contract detailing the scope of work and timeframes. (page e214-e219) Information is detailed in the logic model and outlines goals, objectives, and outcomes. (page e36-e37) The applicant includes detailed information as it pertains to Acadia's approved performance measures plan for the school. (page e104-e108) This information includes using My Achievement Plans for Success (MAPS) complete with Rubrics for proficiency along with goals and benchmarks. The application somewhat justifies goals, objectives, and outcomes in accordance with their approved performance plan.

**Weaknesses:**

The goals and objectives detailed in the logic model are broadly stated. For an example, Objective 2 "Increase Academic Achievement & Social/Emotional Skills" outcomes have no clear activities or tasks that translate to the measurable results stated. The activities shown in the plan include the purchase of equipment and enhanced resources in literacy and technology, which do not correlate with the expected outcomes. It's unclear as to how the activities would improve student academic achievement and improve student social/emotional skills.

Reader's Score: 6

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 notes that Acadia's goal is to improve student academic achievement and develop the 21st century skills needed to succeed in school and post-secondary environments. (page e34) The design for implementing and evaluating the proposed project including the expected outcomes with the data assessed by the evaluator are

**Sub**

detailed in the application. (page e34-e41) The management and continuation plans are comprehensive, documenting the effectiveness of the approach and strategies employed by the project.

**Weaknesses:**

The application is silent as to the use of lessons learned and does not clearly state the intent to possibly replicate the activities or strategies. The proposed plan also does not address resolution of issues if benchmarks are not met.

**Reader's Score: 3**

**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: 9**

**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 personnel in the proposed project have an impressive track record with the school. Acadia has continued to make extensive efforts as reflected in their strategy; to seek staff candidates who are representative of diverse perspectives, including from individuals who are members of groups that have traditionally been underrepresented (such as race, color, national origin, gender, age or disability). (page e49) Maine Charter School Commission, the authorizer receives annual reporting that includes information about the number and qualifications of teachers and staff in order to monitor compliance with state regulations, however the school has sole responsibility for employee oversight. (page e53)

**Weaknesses:**

No weakness noted.

**Reader's Score: 5**

- 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:**

Select key personnel working on project-related activities have the requisite diverse knowledge, skills and abilities to ensure the success of the project on specific areas. The application includes resumes detailing the knowledge and depth of the team. (page e147-e177) Background information for the regular classrooms include certified instructional personnel (all of whom have degrees and certifications), four educators with special education certification (3 full-time Special Education teachers, 1 full-time services coordinator). (page e36)

**Sub**

**Weaknesses:**

The Project Director is a sixth grade school teacher at Acadia. The duties for the position requires overseeing all aspects of the proposed project implementation. A review of her resume finds that she has no experience in this area and doesn't meet the qualifications to successfully oversee the proposed project. (page e165-e166)

**Reader's Score:** 4

**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:**

No strengths noted.

**Weaknesses:**

The application does not address Competitive Preference Priority 1.

**Reader's Score:** 0

**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:**

No strengths noted.

**Weaknesses:**

The application does not address Competitive Preference Priority 3.

**Reader's Score:** 0

**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 includes a letter certifying that the applicant meets the description of New Potential Grantee as published in the Notice Inviting Applications (NIA) and has never received a grant or subgrant, nor have they been party to a group application in accordance with 34 CFR 75.127-75.129. (page e84)

**Weaknesses:**

No weakness noted.

**Reader's Score:** 3

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

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## Technical Review Coversheet

Applicant: Acadia Academy (S282B200011)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of the Management Plan</b>		
1. Management Plan	30	30
<b>Quality of the Continuation Plan</b>		
1. Continuation Plan	10	7
<b>Significance of contribution for students</b>		
1. Assisting Students	20	10
<b>Quality of Project Design</b>		
1. Quality of Project Design	25	20
<b>Quality of Project Personnel</b>		
1. Project Personnel	15	7
<b>Sub Total</b>	100	74
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Rural Community	7	0
<b>Competitive Preference Priority 3</b>		
1. Native American Students	5	0
<b>Competitive Preference Priority 5</b>		
1. New Potential Grantees	3	3
<b>Sub Total</b>	15	3
<b>Total</b>	115	77

# Technical Review Form

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

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

Applicant: Acadia Academy (S282B200011)

## 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: 30

#### 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 management plan to achieve the objectives of the proposed project are on time and within budget, including timelines as defined on page 36 is clearly defined and comprehensive. Acadia's project focuses on providing students within their learning community a high quality education that meets the mission for academic, social and emotional needs in order to successfully prepare students for the rigors of middle and high school. The management plan describes and identifies each objective and associated activities necessary to achieve the objectives. The plan also assigns staff/consultant responsibility for each item, the timelines required, and completion milestones. The four objectives are as follows: Objective 1: School Safety Objective 2: Academic Achievement Objective 3: Support Educator Growth and Development Objective 4: Student Health and Wellness.

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

#### Strengths:

The project director, co-principal investigators, and key project personnel have designated time commitments for the objectives that they are proposing to meet for the project. For ensuring the PE materials and training and safety assurances, the time ranging from 7 to 20 days deems appropriate as noted beginning on page 26. The experience of the personnel responsible is convincing for the time commitments. For example, the personnel are current teachers at the school and so there is institutional knowledge that is present that will favor in the personnel completing the objectives timely.

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 applicant has provided an exhaustive of opportunities to ensure a diversity of perspectives for the operation of the project. A PTO has been formed and having a current teacher serve as a co-principal of the project is beneficial. Letters of support, beginning on page 182 within the appendix, represent the parents, police officers, social workers, construction workers and other community workers. Acadia is an equal opportunity/affirmative action employer and has clearly defined hiring practices that are aligned with applicable labor laws, including a nondiscrimination policy.

**Weaknesses:**

No weaknesses 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:**

As noted on page 52, Acadia's sustainability is greatly enhanced due to connections with local community leaders and enterprises, leadership from the board and administration, and dedicated educators. The school relies on federal funding and minimum state funding. Fundraising, and in-kind donations have helped the school sustain in the past. Because many of the school founders are parents of Acadia students, there is vested interest for the school to continue into the future. The building has been donated for operation and currently has no maintenance cost.

**Weaknesses:**

Because Acadia Academy is relying on this grant for the startup costs to provide safety training and necessary safety equipment, while the school has been in operation for four years, it is unclear how additional funding would be managed in the future for the continuation of the school. The school has mentioned fundraising efforts in the past, but has not detailed a plan of how to ensure a continuum of revenue may sustain beyond the life of this grant.

**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 Acadia Academy demonstrates a plan to serve educationally disadvantaged students, which includes children with disabilities and English Learners. The current school serves SPED students at 24%, in addition economically disadvantaged students. Data provided shows that students who come from families with higher household incomes achieve at higher rates than students who do not. The applicant addresses the achievement gap and a lack of choice for families in Maine. The applicant plans to engage diversity student enrollment through its relationship with Tree Street Youth Center and Representative [REDACTED]. The school currently has a developed SPED department and EL department as well as noted on pages 32-36.

**Weaknesses:**

While the applicant showcases a positive trend in NWEA MAP scores in math and ELA, the applicant does not extrapolate the positive data for students with disabilities and English learners that would support the assurance of the significance of the contribution of the proposed project. The project also does not provide additional data and detail on how the applicant provides to support educationally disadvantaged students.

**Reader's Score: 10**

**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: 20**

**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 proposed project demonstrates a convincing rationale that connects poverty, lack of socio-economic means, and geographic isolation with little to no access for opportunities outside of school. Acadia's educational approach provides innovation in its educational model to better support child development and boost student achievement in order for positive opportunities for its students throughout middle and high school. For example, the school will provide "hands-on" activities allow for the multi-modal learning necessary to meet students' varied needs and learning preferences and support real-world application of concepts and skills. Each year, Acadia students experience first-hand 40+ field trips where children engage in direct application of knowledge and skills while becoming familiar with people and places in the community. Special guests visit classrooms to further reinforce how and why academic concepts apply to the world around them.

**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))**

**Sub**

**Strengths:**

The only goal for the project states that it is to provide for the needs of each student by improving student academic achievement and developing the 21st century skills needed to succeed in school, in post-secondary environments, as well as in life. The objectives and outcomes are specified and measurable as noted on pages 21-22. For example, the objectives are as follows: 1) Ensure School Safety, 2) Increase Academic Achievement 3) Support Educator Growth & Development and 4) Improve Student Health/ Wellness. The applicant states activities and measurements for the intended outcomes for each of the above-mentioned objectives. All of the objectives and outcomes could be measured for progress during the tenure of the grant.

**Weaknesses:**

While the goal is stated in the application, it is too broad for the project. The goal reads as if it is the mission of the school and the objectives, activities, and outcomes do not necessarily align with the goal.

**Reader's Score: 7**

- 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 Shadow Group, discussed in the appendix on pp 132-135, has proposed a contract that will utilize performance measures to show the validity of the project. The scope of work included in the application also includes data collection of all project activities and a report of progress toward evaluation activities that would be provided quarterly.

**Weaknesses:**

The contract for the evaluation is only valid if the school fulfills the grant award and therefore is contradictory to this criteria While the cost is \$3,500, the school has not provided dedicated funding to ensure that this design is implemented fully for effectiveness.

**Reader's Score: 3**

**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: 7**

**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:**

On page 10, the applicant states it will follow the GEPA statement according to Maine's charter school laws. Acadia Academy does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, socio-economic status, national origin, race, gender or sexual orientation in its education, or its services and

**Sub**

activities. It provides reasonable and appropriate accommodations to meet the learning and evaluation needs of a diverse group of students, faculty, staff, community members and other participants. Acadia Academy has comprehensive Non Discrimination/Equal Opportunity and Affirmative Action policies and procedures, adopted by the Board of Directors on February 27, 2017 and are available for public viewing on the school's website. Therefore, the applicant demonstrates thoroughly the quality of the project personnel.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 5**

**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:**

All qualifications including relevant training and experience of key project personnel are noted on pages beginning on 42. The applicant coins the term "Co-Principal Investigator" to identify the persons responsible for project oversight and the "Project Director" is described as providing day-to-day oversight of the project activities described in the application. Resumes in the appendix also showcase the academic expertise.

**Weaknesses:**

While the project personnel have school experience, the key personnel have no experience managing a grant project. For example, one of the key personnel will move to a new grade level and will be teaching new content while managing the activities within this proposed project including the budget and time commitments. The resumes within the appendix do not reflect relevant experience for this project such as grant management, project management, and budget expertise.

**Reader's Score: 2**

**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:**

No strengths noted.

**Weaknesses:**

The applicant did not address this competitive preference priority.

**Reader's Score: 0**

**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:**

No strengths noted.

**Weaknesses:**

The applicant did not address this competitive preference priority.

**Reader's Score: 0**

**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 school has never received a grant, including membership in a group application submitted in accordance with the code, under the program from which it seeks funds. On page 145, the school submitted a letter from Maine that indicates evidence of never receiving a grant. Acadia Academy meets the description of New Potential Grantee published in the Notice Inviting Applications (NIA), Federal Register Vol 85, No 100/Fri., May 22, 2020, page 31856. The school has never received a grant or subgrant, nor has it been party to a group application submitted in accordance with 34 CFR 75.127-75.129.

**Weaknesses:**

No weaknesses noted.

**Reader's Score:** 3

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