

**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: ALL FOOTBALL CLUB LANCASTER LIONS CORPORATION (S282B200013)

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 | 8 |
| Significance of contribution for students | | |
| 1. Assisting Students | 20 | 10 |
| Quality of Project Design | | |
| 1. Quality of Project Design | 25 | 20 |
| Quality of Project Personnel | | |
| 1. Project Personnel | 15 | 8 |
| Sub Total | 100 | 74 |
| Priority Questions | | |
| Competitive Preference Priority | | |
| Competitive Preference Priority 1 | | |
| 1. Rural Community | 7 | 0 |
| Competitive Preference Priority 3 | | |
| 1. Native American Students | 5 | 0 |
| Competitive Preference Priority 5 | | |
| 1. New Potential Grantees | 3 | 0 |
| Sub Total | 15 | 0 |
| Total | 115 | 74 |

Technical Review Form

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

Reader #1: *****

Applicant: ALL FOOTBALL CLUB LANCASTER LIONS CORPORATION (S282B200013)

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 provides a comprehensive plan that lists relevant activities in support of the proposed objectives along with corresponding timelines during which the activities are to be carried out, and the persons responsible for the activities. The activities are sufficiently detailed and contain realistic milestones that support the achievement of the objectives on time and within budget (p. e-50-53). For example, objective 3.2 appropriately anticipates students demonstrating proficiency on CCSS-aligned assessments and effectively lists the relevant activity of administering diagnostic assessments to newly enrolled students (p. e-52). The assessment window is fittingly described as August 15th through September 30th and will be conducted annually with the school leader appropriately implementing this activity (p. e-52).

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 majority of the activities in the proposed project are fittingly carried out by the school's principal, the curriculum director, and the community engagement coordinator (p. e-60). According to the proposed budget, the principal will spend an appropriate .8 FTEs toward the proposed project in year one of the proposed project and 1.0 FTE during year two. The curriculum director will spend .3 FTEs toward the proposed project in year one of the proposed project and 1.0 FTE during year two. The community engagement coordinator will spend .8 FTEs toward the proposed project in year one of the proposed project and 1.0 FTE during year two.

Sub

Weaknesses:

The specific duties toward the proposed project are not listed, and only the time commitments for the key personnel are specified. The full extent of whether the time commitments of the key personnel is sufficient to achieve the proposed goals is difficult to evaluate without also evaluating the corresponding responsibilities of each key personnel (p. e-60). The applicant does not provide resumes of key personnel that would underscore the qualifications each key personnel may have that would support the time commitments and ensure that the objectives of the proposed project will be met.

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 convincingly demonstrates that the proposed project seeks collaboration and relationships as it seeks to build a strong culture both within and outside of the school. This collaboration is anticipated to be maintained through ongoing conversations with families, community organizations, cultural institutions, as well as the School District of Lancaster, and the City of Lancaster. The purpose for this collaboration is to inform the school's programming and to be responsive to external stakeholders (p. e-21). The applicant's desire to engage its target area community is further underscored by the hiring of a full-time community engagement coordinator (p. e-21).

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 fittingly anticipates building capacity within the proposed charter school that will strengthen the infrastructure in regards to leadership. The applicant convincingly demonstrates that start-up costs for the proposed project will decrease over time, which will make existing funds sufficient for the operation of the proposed project. In addition, the applicant appropriately plans to obtain additional funding from local, state, and federal sources once the grant funds under this program are no longer available (p. e-53-54).

Weaknesses:

The applicant does not sufficiently address how it will maintain the proposed infrastructure through the provision of professional development for new teachers and staff in the event that the trained and more experienced staff retire or leave the proposed project for other reasons. The applicant does not include letters of support that would indicate community support for its proposed project once the grant funds under this program are no longer available.

Reader's Score: 8

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 proposes an extensive plan regarding how it will serve educationally disadvantaged students including students with disabilities and English learners. The applicant fittingly proposes to keep class sizes low and between 10-15 students in order to maximize their learning experience (p. e-20). Sufficiently low student/staff ratios ensure that students receive the needed supports from teachers, the counselor, and the coach (p. e-20). The Founding Coalition convincingly supports the lower student/staff ratio and will appropriately increase the number of staff when student enrollment increases (e-21). The applicant effectively demonstrates that students will engage in experiential learning opportunities where hands-on learning will effectively support classroom instruction (p. e-22).

Weaknesses:

The applicant does not demonstrate that its plan includes the mastery of state learning outcomes, and instead focuses on national standards which are often less rigorous than state standards. Consequently, results of national exams often paint a picture of higher rates of achievement than the state assessments. Inflated national exam results may give parents and students an inaccurate sense of achievement in the absence of state assessments (p. e-20).

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 applicant provides an adequate logic model that serves as the rationale for the proposed project. The objectives listed along with the proposed activities will likely lead to the proposed outcomes (p. e-31-32). For example, the applicant proposes to select a CCSS-aligned curriculum and appropriate assessments for all content areas with the purpose of achieving an average of at least 1.25 years of annual academic growth (p. e-31).

Sub

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 goals, objectives, and outcomes to be achieved by the proposed project that are clearly specified and measurable (p. e-31-32). The applicant proposes three goals that include adopting research-based and CCSS-aligned curricula, developing teacher and instructional leader content knowledge and pedagogical content knowledge while simultaneously improving curricula by integrating professional development with CCSS-aligned curricula, and increasing students' achievement on CCSS-aligned assessments (p. e-31-32). Objective 3.3, for example, effectively anticipates that students classified as Limited English Proficient will increase their English language proficiency (p. e-31). The corresponding outcome anticipates that at least 75% of students classified as Limited English Proficient will be reclassified as Former Limited English Proficient by the end of their third year at AFCLL Academy, with the exception of Students with Limited or Interrupted Formal Education or Level 1 students, who will be reclassified by the end of their fifth year at AFCLL Academy (p. e-31-32).

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:

No strengths are noted.

Weaknesses:

The applicant does not address this criterion.

Reader's Score: 0

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: 8

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))**

Sub

Strengths:

The applicant appropriately demonstrates that the proposed project will establish rigorous internal goals to ensure that 70% of applicants are educators of color and/or women to provide positive role models for an otherwise disenfranchised population (p. e-46). Conducting external outreach is an effective strategy proposed to achieve this goal, which better reflects the diversity of the student population through its staff (p. e-46).

Weaknesses:

The applicant does not sufficiently state how it will encourage 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. For example, the applicant simply states in its GEPA statement that it has policies in place that provide an environment free from discrimination and harassment which does not address how it will encourage applications for employment from persons who are members of groups that have traditionally been underrepresented (p. e-9).

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 Founding Team Members who directly support the proposed project have extensive managerial and accounting experience that will support the key personnel such as the school leader with the operation of the proposed project. For example, [REDACTED] is the CEO of the AFC Lancaster football club who has formal training in accounting and will bring this relevant qualification to the proposed project. The CEO and the school leader share several responsibilities such as hiring staff where the experience of the Foundation Team will support the key personnel (p. e-50).

Weaknesses:

The applicant simply states that the Founding Coalition is developing a more detailed description of employment qualifications for all staff (p. e24). This information is insufficient in determining the quality of the personnel who will carry out the proposed project. For example, the school leader is responsible for many of the tasks that are essential to the success of the proposed project, however, a resume or job description of the required qualifications for this key position is not provided by the applicant.

Reader's Score: 5

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:

No strengths are noted.

Weaknesses:

The applicant does not address Competitive Preference Priority 5.

Reader's Score: **0**

Status: Submitted

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

Status: Submitted

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

Technical Review Coversheet

Applicant: ALL FOOTBALL CLUB LANCASTER LIONS CORPORATION (S282B200013)

Reader #2: *****

| | 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 | 10 |
| Quality of Project Design | | |
| 1. Quality of Project Design | 25 | 17 |
| Quality of Project Personnel | | |
| 1. Project Personnel | 15 | 10 |
| Sub Total | 100 | 67 |
| Priority Questions | | |
| Competitive Preference Priority | | |
| Competitive Preference Priority 1 | | |
| 1. Rural Community | 7 | 0 |
| Competitive Preference Priority 3 | | |
| 1. Native American Students | 5 | 0 |
| Competitive Preference Priority 5 | | |
| 1. New Potential Grantees | 3 | 0 |
| Sub Total | 15 | 0 |
| Total | 115 | 67 |

Technical Review Form

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

Reader #2: *****

Applicant: ALL FOOTBALL CLUB LANCASTER LIONS CORPORATION (S282B200013)

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:

The application includes sufficient objectives, timelines, and milestones for the proposed project; defining responsibilities of project tasks. (page e50-e53) For an example, objective 1.1 requires research criteria for making curricular decisions, using tools such as Student Achievement Partners' Instructional Materials Evaluation Tool. The associated milestone for the period 7/1/20–11/30/20 is Curriculum valuation rubric and report. The school will lean more heavily on external consultants and PD consultants to build and refine content knowledge and pedagogical content knowledge. These consultants will be removed once internal capacity is built among the key instructional leaders who have yet to be hired. (page e49)

Weaknesses:

The applicant notes that external consultants will be needed in the beginning however none are named in the proposed project. At this stage of the project, one or more of them should have been hired.

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 application includes sufficient information as it pertains to the time commitments of the project director, principal investigator and other key personnel to determine that they are sufficiently capable of meeting objectives of the proposed project. (page e60-e63) The budget narrative includes timelines and justification for each performance measure along with designated personnel. This comprehensive level of detail in the plan ensures that benchmarks can be reasonably set and assessed.

Sub

Weaknesses:

The application has no letters of support to effectively determine community involvement in the project. These letters would demonstrate that the project director had effectively engaged the community to determine their interest and included their feedback into the actual project design.

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's proposed project will be founded on the basis of collaboration and relationships to build a strong culture both within and outside of the school. (page e21) This includes parents, teachers and community members providing some diversity of perspectives in the operation of the project. The model includes building the staff of teachers, administrators, and others creating an innovative learning environment. (page e24) The AFCLL Parent Association has been established to involve parents in their children's education, support fund raising and community outreach events.

Weaknesses:

The applicant has demonstrated limited engagement and does not include perspectives from a variety of disciplinary and professional fields . The application does not include research or documentation to ensure that other disciplinary and professional fields have been engaged. The project director has not included any letters of support to demonstrate that these perspectives will be included.

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:

The applicant will partner with the Achievement Network (ANET) who assists organizations as they develop the capacity of their instructional leaders to drive CCSS-aligned teacher development and assessments. The current budget is dedicated to building instructional leadership capacity in School Leaders. (page e53) This is expected to change by Year 4 and 5 with them facilitating Cycles of Professional Learning and assuming more ownership.

Weaknesses:

The application does not include sufficient information to determine the quality of the continuation plan. The documentation submitted does not include any letters of support. Furthermore, the proposed project does not include collaboration with a foundation from the private sector, which could provide additional support and resources. Additionally, there is concern about retention of the teachers involved in the current research and planning since they haven't been hired. Their knowledge is critical to the success of the proposed project.

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:

The application provides adequate details about the proposed project that will be located in a predominately Black and Hispanic and disproportionately low-income community in comparison to the rest of the county and state. (page e19) 70% of its student body will come from social economic disadvantaged families. (page e14) The single school district that serves the city has four middle schools that are rated poorly by the state rating system with a significant number of the students in economic distress. (page e17) 80% of the students in the district receive free or reduced lunches. The applicant will adhere to national and state policies regarding special education identification and accommodations. The school will annually submit to the Department of Elementary and Secondary Education (DESE) a local compliance plan that indicates how a free and appropriate public education will be provided to children with disabilities. (page e36) Staff will collaborate to internalize and apply research-based practices that benefit all students, especially students with disabilities and ELLs. (page e32-e34)

Weaknesses:

There are insufficient research and data points as it pertains to student assessments in the target population. Although the academic performances on state standardized tests follow an economic deficit in Lancaster City schools, no data points by subject or grade level are included in the application. (page e17-e18) Furthermore, assessments referenced in the application are national standards and not state level, and without this information it's difficult to understand the student population.

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 application strategy for implementing and evaluating the proposed project focuses on providing high-quality education for students who are individuals from low-income. The curriculum will include assessments and benchmarking to guide the success of students. (page e34) The high poverty area has social economic issues impacting educational options for students. The applicant will use grant funds to support three key roles; 1) adopt

Sub

research-based, CCSS-aligned curricula, 2) use curricula to drive CCSS-aligned content knowledge, and 3) personnel will use their curriculum and developmental experiences to increase high-need students' achievement for growth and proficiency. (page e29) The AFCLL Academy has years of experience working with demographics that match this challenging target student population. The project demonstrates a rationale that the project design can be adequately executed given the proposed strategy.

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 application adequately details pertinent objectives, activities, and outcomes in their logic model which are measurable. (page e29-e32) AFCLL Academy will use benchmark "Destination Assessments" which will focus on teachers and students and provide data for instructional improvement. (page e32) The AFCLL Academy strategy focuses on mastery as reflected in the goals. For example, students will be retaught content that has not been previously mastered based on student performance on CCSS-aligned assessments. (page e31) This is in keeping with the expected outcome in the logic model notating that at least 75% percent of students enrolled at AFCLL Academy for three consecutive years will achieve Proficient or Advanced status in all assessed subjects.

Weaknesses:

The application does not include the engagement of a principal investigator for ongoing data assessments. The analysis of data is mentioned but insufficient detail is provided to understand specifics and actionable items for tasks and objectives. This information would provide insight as to how data is collected, assessed, and utilized to initiate activities. Furthermore, how critical issues are addressed or lessons learned from data analysis would be integrated into their model is absent.

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:

No strengths are noted.

Weaknesses:

The application does not specifically address replication of the project or activities in the proposed plan. The accountability team will be assessing the three key areas, curriculum and instruction, student achievement and school climate, however there is no mention of using data for lessons learned.

Reader's Score: 0

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: 10

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's Human Resource Department has established policies to promote and ensure equal opportunity in their hiring practices. (page e9) They will establish rigorous internal goals to ensure that 70% of applicants are educators and/or women. (page e46) The application details AFCLL founding team members along with their experience and background. (page e47-e49) The founding team members have several years of experience in education which is essential for the project.

Weaknesses:

The application lists the AFCLL Academy members but does not define the structure and areas of responsibility for the project personnel. The qualifications of the instructional leader are listed but no resumes for project personnel are included in the application. (page e47-e48) The instructional leaders will attend to building the capacity of teacher content leaders in order to distribute leadership and build institutional knowledge. The application is lacking this pertinent information which is critical for assessing the quality of project personnel.

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 application notes that the AFCLL Academy has a Founding Coalition responsible for developing more detailed description of employment qualifications for all staff. (page e24) This group is working with other professionals in the design of the respective positions. They plan to advertise through local papers professional publications and educational job posting websites.

Weaknesses:

Specific roles of the project manager and other key personnel have yet to be defined. The applicant did not provide evidence when the roles of the project manager and key personnel would be completed. However, specific qualifications cannot be assessed to determine required relevant background and training expected by the school. Furthermore, no resumes are included in the application to assist in evaluating personnel currently involved.

Reader's Score: 7

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:

No strengths noted.

Weaknesses:

The application does not address Competitive Preference Priority 5.

Reader's Score: **0**

Status: Submitted

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

Status: Submitted

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

Technical Review Coversheet

Applicant: ALL FOOTBALL CLUB LANCASTER LIONS CORPORATION (S282B200013)

Reader #3: *****

| | Points Possible | Points Scored |
|--|-----------------|---------------|
| Questions | | |
| Selection Criteria | | |
| Quality of the Management Plan | | |
| 1. Management Plan | 30 | 26 |
| Quality of the Continuation Plan | | |
| 1. Continuation Plan | 10 | 4 |
| Significance of contribution for students | | |
| 1. Assisting Students | 20 | 12 |
| Quality of Project Design | | |
| 1. Quality of Project Design | 25 | 17 |
| Quality of Project Personnel | | |
| 1. Project Personnel | 15 | 10 |
| Sub Total | 100 | 69 |
| Priority Questions | | |
| Competitive Preference Priority | | |
| Competitive Preference Priority 1 | | |
| 1. Rural Community | 7 | 0 |
| Competitive Preference Priority 3 | | |
| 1. Native American Students | 5 | 0 |
| Competitive Preference Priority 5 | | |
| 1. New Potential Grantees | 3 | 0 |
| Sub Total | 15 | 0 |
| Total | 115 | 69 |

Technical Review Form

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

Reader #3: *****

Applicant: ALL FOOTBALL CLUB LANCASTER LIONS CORPORATION (S282B200013)

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: 26

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 50, the applicant defines a plan to achieve the objectives of the proposed project on time and within budget with clear defined responsibilities, timelines, and milestones for the project tasks. The proposed project is focused around the instructional design for the AFCLL Academy. The focus of AFCLL Academy's grant request is to support the systematic building of staff capacity in alignment with CCSS and other college and career ready standards and assessments, such as AP. While in the early years of start-up, AFCLL Academy will lean more heavily on external consultants and PD resources to build and refine Content Knowledge (CK) and Pedagogical Content Knowledge (PCK) and this grant is to cover the initial costs.

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 time commitments of the project director, CEO and principal investigator, School Leader and other key project personnel are appropriate for the objectives of the proposed project. The time shadows a school year to ensure the objectives are met. Within the budget narrative, it states the following positions and time allocations: School Principal - 80% of grant time, School Curriculum Director -30% of grant time, and Community Engagement Coordinator- 80% of grant time.

Weaknesses:

In the appendix, there are no letters of support or additional documents that support this criteria for time commitments being adequate for the key project personnel. The lack of the additional documents i.e. resumes

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does not offer support for this criteria under the quality of the management plan for the intended key project personnel.

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:

As noted on page 21, the AFCLL Academy was founded on the basis of collaboration and relationships as it seeks to build a strong culture both within and outside of the school. Its Founding Coalition and Management intends to maintain ongoing conversations with families, community organizations, cultural institutions, as well as the School District of Lancaster and the City of Lancaster. These collaborative discussions will be used to strengthen the school's programming, while also ensuring that the school is providing the kinds of services that its external stakeholders want most. The community will be engaged as well as encouraging parent involvement through its formalized parent organization.

Weaknesses:

The applicant does not discuss how it will engage teachers in their perspectives. There are also no letters of support to ensure the applicant has completed this work. With teachers leading the work on this project, their lack of perspective in this project could result in the project not meeting the proposed goals and objectives.

Reader's Score: 3

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 continuation plan suggests that the instructional planning and understanding the standards and curriculum is a one time cost as noted on page 50.

Weaknesses:

As mentioned within the management plan, the applicant stated that over time, AFCLL Academy will remove the more expensive scaffolds as it builds internal capacity in key instructional leaders: School Leader, Director of Student Support, Instructional Coaches for STEAM and Humanities, and Dean of Students, and Chief Executive Officer. The applicant does not detail a plan if any of the aforementioned leaders leave before the end of this proposed project. Please note that the Chief Executive Officer is responsible for supporting the School Leader, and will focus on developing aligned vision and expectations around staff development during the course of this grant. The applicant does not discuss retention of staff that may be the holders of the information gained through the proposed project that the grant intends to fund. Therefore, the applicant may have to budget for the cost of the proposed project again in future years.

Reader's Score: 4

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, AFCLL Academy proposes to adhere to the requirements of charter school law (Section 1723-A) and will be open to all age-appropriate students from the SDOL and surrounding districts across Lancaster County. These students will be admitted on a first-come-first-served basis as noted on page 21. In terms of the contribution of the proposed project to ensure a significance contribution the design of the following supports: Students will have a home base team (2 teachers, 1 special education teacher) but will experience instruction conducted by subject areas specialists across ELA, history, mathematics, and science. In short, 8 instructional teachers and 2 special education teachers will support grades 5-8. In addition to the teachers detailed above, additional professional staff and non-instructional support staff will be available to work with the students; this will drive the actual staff: student ratio to be approximately 6:1. Other strengths to the plan include the following: [i] Clear, engaging, high-quality lessons fostered by a low student to teacher ratio; [ii] Station rotations through small group, collaborative, and personalized learning models; [iii] Pull-out and push-in support from Learning Support Specialists for students with disabilities and ELLs; [iv] Extended block schedule that allow for sustained practice before shifting to a new cognitive task; [v] Increased learning time relative to traditional schools; [vi] Additional services such as counseling, speech, and occupational and physical therapy; and [vii] Tutoring.

Weaknesses:

While the criteria is addresses supporting students that are educationally disadvantaged, the applicant does not use sufficient data points from national standards that can be monitored for achievement and goal attainment i.e NWEA or state assessments. Also, parents or guardians must complete a student application and supply the documentation listed below in order to be eligible for admission and this poses a problem in ensuring that families that are English learners will have access to the school. This could result in not having a significance contribution for students under this project.

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: 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:

On page 17, AFCLL Academy is asking to apply for the proposed project under Proposed Priority 6 for applicants with experience serving concentrations of students who are individuals from low-income families and is intended to support efforts to increase the number of high-quality educational options available to such students, particularly in the Nation's high-poverty areas. The city of Lancaster, Pennsylvania sits nested among miles of working farms and undeveloped land. As such, the city remains relatively isolated, with few bedroom communities and urban sprawl.

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This isolation has made many of the economic and social problems normally associated with urban environments. At the same time, the city deals with the additional challenges of surrounding rural poverty. The single school district that serves the city has four middle schools and all of them are poorly rate according to state standards. This new charter for grades 5-8 seeks to provide a choice to families that will focus on high achievement.

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:

The goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable as noted on page 29 which include three key goals; adoption of research-based, CCSS-aligned curricula to ensure the foundations of a guaranteed, and viable curriculum are in place for all students. The AFCLL Academy will use those curricula to drive CCSS-aligned Content Knowledge (CK) and Pedagogical Content Knowledge (PCK) for all staff. Finally, staff will use their curriculum and developmental experiences to dramatically increase high-need students' achievement in terms of growth and proficiency.

Weaknesses:

The final goal which was stated as the staff utilizing the curriculum and developmental experiences to dramatically increase high-need students' achievement in terms of growth and proficiency is contingent on student mastery that may or may not occur during the time allotted for the proposed project. This is a weakness because the goal does not define what the measurement is and only refers to "dramatically increasing" in proficiency and growth.

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 applicant did not address the selection criterion under this topic.

Weaknesses:

The applicant did not address the selection criterion under this topic.

Reader's Score: 0

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: 10

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 42, AFCLL Academy states that they will not discriminate against any staff member on the basis of race, religion, national origin, ancestry, gender, actual or perceived sexual orientation, marital status, physical disability, mental disability, medical condition, or age. On page 47, the applicant stresses the importance of staff recruitment during its pre-opening year and AFCLL Academy will prioritize these areas of practice for implementation of its DEI strategy. AFCLL Academy will establish rigorous internal goals to ensure that 70% of applicants are educators of color and/or women to provide positive role models for an otherwise disenfranchised population. To achieve this recruitment goal, AFCLL Academy will establish strong external outreach to networks of educators who reflect the diversity of its students.

Weaknesses:

There are no letters of support that shows that this is a priority for the project. While this was narrated in detail within the application, letters of support could have shown the applicant's commitment to their intentions to this criteria.

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:

On page 47, the qualifications and relevant training and experience of key personnel is sufficient for the project. For example, the CEO/ school leader has the following expertise: Instrumented a plan that lead to 15 points growth in the school's School Performance Score (SPS) and improved the school's rating from 2013 to 2014, serve as the instructional leader of the school, work with staff to create a collaborative culture that embraces change and is committed to serving students and families, serve as the liaison between the school, parents, and the community. This experience directly correlates with the goals and outcomes of this project.

Weaknesses:

The applicant did not include resumes of the key personnel within the appendix. Including resumes would have allowed a level of review of the qualifications of the key personnel in order to ensure that the correct individuals in the appropriate roles.

Reader's Score: 7

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 does not address the competitive preference priority.

Weaknesses:

The applicant does not address the 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:

The applicant does not address the competitive preference priority.

Weaknesses:

The applicant does not address the 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 applicant does not address the competitive preference priority.

Weaknesses:

The applicant does not address the competitive preference priority.

Reader's Score: 0

Status: Submitted

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