

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

Status: Submitted

Last Updated: 09/07/2022 02:39 PM

## Technical Review Coversheet

**Applicant:** Mundo Verde Bilingual Public Charter School (S282T220019)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Significance</b>		
1. Significance	30	26
<b>Quality of Project Design</b>		
1. Quality of Project Design	40	36
<b>Quality of the Management Plan</b>		
1. Management Plan	20	12
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	8
<b>Sub Total</b>	100	82
<b>Total</b>	100	82

# Technical Review Form

Panel #8 - National Dissemination Panel - 8: 84.282T

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

Applicant: Mundo Verde Bilingual Public Charter School (S282T220019)

## Questions

### Selection Criteria - Significance

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

Reader's Score: 26

#### Sub

1. The national significance of the proposed project.

#### Strengths:

The applicant makes a compelling argument on page e27 citing the insufficient growth of bilingual schools and the 3.8 million native Spanish speaking students who are not proficient in English, combined with the research on the shortages of bilingual, dual language immersion, and ESL teachers needed to serve this population. The applicant indicates on pages e28 and e29 the importance of the need to create an educator pipeline and supportive district leadership for this effort. The proposed project is also aligned with Absolute Priority 2 in that it is "focused on deepening the pipeline for a diverse highly qualified bilingual teacher workforce", as reported on page e28.

#### Weaknesses:

While the applicant cites national data, the proposal could be strengthened by reporting on data for the target locations and states for this program.

Reader's Score: 14

2. The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

#### Strengths:

The applicant notes on page e30-e31 their research indicating their ability to build capacity in other states. They cite a "Theory of Action" on page e31 that outlines their concept on how the project will build local capacity in other states. They also cite on page e32 independent formal evaluation showing that their pilot program was successful with an increased number of teachers, and paraprofessionals, trained in bilingual education, with heritage languages.

#### Weaknesses:

While the proposal explains conceptually how the project will build local capacity, the application could be strengthened by describing current local conditions and capacity of the areas to be served.

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: 36

### Sub

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

#### Strengths:

The applicant details a comprehensive response on pages e34 by citing seven research findings that the most effective approach to teaching English learners is bilingual education, that “bi-literacy builds bigger brains”, and that there is a limited dual language teacher pipeline creating a problem nationwide when compared to the shortage of bilingual teachers. They also detail recent documented evidence of their own pilot project success on page e35, indicating increased numbers of teachers trained in bilingual education who are prepared to teach in bilingual schools, increased numbers of teachers in bilingual schools with heritage languages and cultural backgrounds of English learner students, increased numbers of paraprofessionals and teachers new to education that understand how to support English learners, and an increased number of teachers of color. Their logical model on page e40 is comprehensive, thorough, and details their planned objectives and project outcomes that will inform their continued development and improvement of their program.

#### Weaknesses:

The application could be strengthened by including research and evidence of the impact of their trained teachers on the academic growth of bilingual students.

Reader's Score: 9

2. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

#### Strengths:

The applicant clearly specifies on page e35 their proposed goal of expanding/disseminating their work from one current area to four additional areas over three years, with a goal of reducing the achievement gap among English language learners and other at-risk students. On page e36 the applicant details five objectives with measurable outcomes.

#### Weaknesses:

The application could be strengthened by adding baseline measurements for each objective and time intervals for objectives 2, 4, and 5.

Reader's Score: 8

3. The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.

#### Strengths:

The applicant convincingly details on page e37 how their project is consistent with Absolute Priority 2 by developing a dual language instructional model that features highly qualified bilingual teachers. They aim to develop a homegrown, diverse, teaching corps in each area. Further on pages e37-e 39 the applicant details a strong list of

**Sub**

how their exceptional approach will strengthen student learning: Impacting high need populations of English Learners and English Learners in Bilingual Programs (evidenced by the demographics on page e38); Increasing bilingual/heritage language teachers in areas of high need; Addressing the teacher shortage in their targeted areas especially affected by the pandemic; and Improving the expertise in Bilingual Education among special education teachers. A detailed logic model, with measurable objectives and outcomes, is provided on page e40.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 10**

**4. The mechanisms the applicant will use to broadly disseminate information on its project so as to support further development or replication.**

**Strengths:**

The applicant describes two methods of dissemination on page e41: direct dissemination and capacity building by expanding the program from once city to four regions, and working with 50 participants each year at each site over three years. Their second method includes presenting their practices through venues with concentrations of charter schools or dual language immersion schools, conferences, social media, training material toolkits, and online information. The applicant describes multiple key audiences for this information on e42-e43.

**Weaknesses:**

The target sites for this program, listed near the bottom of page e41, is confusing in that it shows a discrepancy. On pages e6, e26, and e36 the applicant states that their target areas include: Delaware, Washington DC, North Carolina, and New Mexico. Near the bottom page e41 South Carolina is listed as a site for this program, and it does not mention Washington DC. The application could be strengthened if this discrepancy was corrected.

**Reader's Score: 9**

**Selection Criteria - Quality of the Management Plan**

**1. The Secretary considers the quality of the management plan and adequacy of resources for the proposed project. In determining the quality of the management plan and adequacy of resources for the proposed project, the Secretary considers the following factors:**

**Reader's Score: 12**

**Sub**

**1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**

**Strengths:**

The applicant details on pages e43-e44 the roles of the applicant's Director of Innovation and Instructional Strategy who will serve as the Project Director, who is assisted by a Project Manager. The applicant's CEO will serve as Project Advisor, and is mentioned on pages e44, along with their administrative team and the Senior Business Manager who will oversee the financial management of the project. There is reasonable assurance that there are defined roles to carry out the tasks of the project. On pages e45-e49 the applicant details a measurable timeline and project milestones that align with their project goals.

**Sub**

**Weaknesses:**

The application could be strengthened by indicating which roles are was responsible for the outcomes and measures in the timelines and milestones listed on page e45.

**Reader's Score: 6**

**2. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.**

**Strengths:**

The applicant provides an adequately developed explanation on page e50 for the reasonableness of the costs by utilizing mathematical comparisons of their total costs versus the use of instructional coaches, a comparative approach to their proposed objectives. The applicant also demonstrates their ability to secure external funding by indicating on page e50 that the Office of the State Superintendent of the District of Columbia will partially fund project leadership and part of their project evaluation costs.

**Weaknesses:**

The application could be strengthened by detailing local regional comparisons of the targeted sites in their cost analysis on page e34. The application might be strengthened by using some of the funding to provide resources for the program participants/teachers in continuing their learning after they complete their fellowship, thereby lending some sustainability to this effort. The budget lists a communication and marketing role that is undocumented in the management responsibilities on page e44 or in the timeline and milestones listed on pages e45-e49. The application would be further strengthened by correcting the discrepancy in the Total Direct Cost listed in the budget narrative on page e70 as it is the cost for the contractual expenses.

**Reader's Score: 6**

**Selection Criteria - Quality of Project Personnel**

**1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the following factors:**

**Reader's Score: 8**

**Sub**

**1. The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**

**Strengths:**

The applicant details on page e51 how, by their own design, their project team are comprised of largely traditionally underrepresented People of Color. Moreover, their program design, as described on pages e51-e52 relies on the recruitment of "home grown educators from alternative fields" who are from underrepresented groups. The demographics from their pilot program, as described on page e52, details their past ability to attract and serve traditionally underserved groups.

**Weaknesses:**

The application could be strengthened by detailing the recruitment strategies used to encourage employment applications from traditionally underserved groups.

Sub

**Reader's Score:** 2

**2. The qualifications, including relevant training and experience, of the project director or principal investigator.**

**Strengths:**

The applicant describes on page e52-e53 the in depth experience of the project director in the field of bilingual education, their education in bilingual education and mass communication, and dissemination of information in this area, providing an assurance that the project will be led by an experienced educator who is qualified to be the Project Director.

**Weaknesses:**

No weaknesses noted.

**Reader's Score:** 4

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

**Strengths:**

The applicant describes on page e53-e56 the in-depth experience of the founder and executive director, who is serving as project advisor, in the field of organizational management, operations, and educational programs. Moreover, the applicant notes on page e55-e56 of staff with subject matter experience that will be provided at no cost. Finally on page e57, the applicant describes their partnership with three organizations, with essential experience in bilingual and dual language education, and parent/teacher training, that will be important to the described outcomes.

**Weaknesses:**

The application could be strengthened by including the training and all of the resumes for key project personnel. Resumes for two of the eleven key project personnel are included on pages e61-e64.

**Reader's Score:** 2

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**Status:** Submitted

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Status: Submitted

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## Technical Review Coversheet

**Applicant:** Mundo Verde Bilingual Public Charter School (S282T220019)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Significance</b>		
1. Significance	30	29
<b>Quality of Project Design</b>		
1. Quality of Project Design	40	34
<b>Quality of the Management Plan</b>		
1. Management Plan	20	10
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	8
<b>Sub Total</b>	100	81
<b>Total</b>	100	81



# Technical Review Form

Panel #8 - National Dissemination Panel - 8: 84.282T

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

Applicant: Mundo Verde Bilingual Public Charter School (S282T220019)

## Questions

### Selection Criteria - Significance

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

Reader's Score: 29

#### Sub

1. The national significance of the proposed project.

#### Strengths:

The applicant effectively discussed the national significance of the proposed project that would address Absolute Priority 2 by recruiting, training, and supporting bilingual teachers to prepare students in early grades in its charter schools and expanding to charter schools in Delaware, New Mexico, and North Carolina to have a positive impact if successful. Clear documentation of a national teacher shortage, bilingual teacher shortage, increase in dual language schools/immersion programs, and increased number of students speaking a language other than English was presented that would be impacted by the project (pp. e26-27). For example, registered dual language schools increased from 300 in 2001 to 4,894 as of 2022 and New America 2022 and the U. S. Department of Education's Teacher Shortage Areas Nationwide Listing from 1990-1991 through 2020-2021 reports 31 states and the District of Columbia as having teacher shortages (pp. e26-29).

#### Weaknesses:

The applicant fails to include local data to support the project for the target areas such as bilingual teacher shortages for Washington DC, Delaware, New Mexico, or North Carolina (pp. e26-29).

Reader's Score: 14

2. The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

#### Strengths:

The applicant provides a strong discussion and support that the project is likely to build local capacity to improve and expand services that would address the needs of the target population and areas. There were three partners identified and support described that would support capacity building (pp. e30-31). For example, Dual Language Education of New Mexico support include providing support and refinement of training modules as well as supporting the identification of expansion sites and recruitment strategies to gain participants for the project (p. e31). The project seeks to recruit local teachers new to the field and paraprofessionals to receive services and enter bilingual classrooms in the applicant's area and expand to three other target areas. The evaluation results of the applicant's pilot Fellowship program clearly showed an increase in the number of knowledgeable, qualified bilingual teachers upon completion of the program to serve students. For example, 75 teachers signed up for the Fellowship program and 50 teachers completed the program and receive a certificate. In addition, 85% of the participants in the

**Sub**

program represented a heritage language with 64 of them having a first language or home language other than English (pp. e26-27, e30-33).

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 15**

**Selection Criteria - Quality of Project Design**

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

**Reader's Score: 34**

**Sub**

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

**Strengths:**

The applicant provides clear evidence of research that describes the support of key components in the design of the project to meet the needs of students and teachers. In support of providing young children instruction in their native language as a successful approach, the applicant cites research by Chang, et al., 2007 and Michael, Andrade, and Barlett 2007 (pp. e33-34). In addition, positive research results were found to support dual language programs for English learners and non-English learners as methods to improve learning and reduce the achievement gap by Adescope, et al. 2010 and Steele, et al., 2017. Adequate research was cited to support building upon the limited dual-language teacher pipeline of which the Fellowship project would address (pp. e33-35).

**Weaknesses:**

The applicant omits the inclusion of a logic model for the cited research of key components of the project in this section or in the application to demonstrate a rationale (pp. e33-34).

**Reader's Score: 9**

- 2. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.**

**Strengths:**

The applicant provides discussion of its one specific overarching goal to be supported by some specific and measurable objectives specifically objectives one and three for the project (pp. e36, e71-72). Objective one is clearly divided into project years which makes it specific and measurable. For example, objective one year one would implement trainings for 50 participants within five schools and plan the expansions for years two and three of the grant cycle.

**Weaknesses:**

Additional information is needed for objectives two, four, and five to determine if the outcomes are measurable. For example, the outcome of objective four would be that at least 50% of participants would be paraprofessionals, teacher residents, or first-year lead teachers. The objective lacks the timebound component to measure when the

**Sub**

percent of participants would be determined. It is unclear if the applicant plans to measure this objective annually or at the end of the grant period. Without interval measurements/targets it would be difficult for the applicant to determine if adequate progress is being made to meet the three year projected outcomes (pp. e36, e71-72).

**Reader's Score: 7**

**3. The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.**

**Strengths:**

The applicant provides clear evidence that proposed project represents an exceptional approach in the development of the dual-language teaching model to prepare participants to become qualified bilingual teachers to ensure success of English Learners and non-English Learner in academic achievement (pp. e37-40). Clearly five areas were reviewed and taken into consideration in the development of the Fellowship program's best practices and services to support and increase quality bilingual educators. For example, information was gathered and reviewed on the impact on the high needs population (students), the number and recruitment of bilingual/heritage language teachers, overall teacher shortage, and specifically bilingual and special education teacher shortages.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 10**

**4. The mechanisms the applicant will use to broadly disseminate information on its project so as to support further development or replication.**

**Strengths:**

The applicant describes a clear plan that would allow for dissemination of information on its project and replication within three other states with a high concentration of dual-language charter schools or those with a large number of English Learners. For example, the plan includes recruiting 50 participants from each region to a total of 400 participant. In addition, methods two of dissemination includes presenting at local and national conferences/meetings to stakeholders as well as utilizing social media for distribution (pp. e41-42).

**Weaknesses:**

The applicant provides inconsistent number of states planned for expansion of the project. In the discussion of the objectives three states are mentioned Delaware, New Mexico, and North Carolina (p. e36). In the project design four states are identified that include South Carolina. In addition, the applicant states that locations for the expansion have not been determined and a plan relation to how they will be identified was not discussed, therefore it may be difficult to provide services in the additional states within the time allotted (pp. e30, e41).

**Reader's Score: 8**

**Selection Criteria - Quality of the Management Plan**

- 1. The Secretary considers the quality of the management plan and adequacy of resources for the proposed project. In determining the quality of the management plan and adequacy of resources for the proposed project, the Secretary considers the following factors:**

Reader's Score: 10

Sub

1. **The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**

**Strengths:**

The applicant indicates that the project director who will devote 40% time towards the project has the responsibility of managing all aspects of the project with support from the senior leadership team as needed to ensure project tasks are accomplished. An overview of the additional support from applicant staff was included such as support from a project manager, project experts, and coaches. Clear milestones and timelines were provided to support project activities (pp. e45-49).

**Weaknesses:**

The responsibilities of project staff are too vague as it relates to the tasks indicated in the milestones and timelines for the three-year period, therefore it is unclear if project tasks would be completed on time or within budget. For example, which tasks/activities would be handled by project experts who are not clearly identified or the project manager (pp. e41-42). The objectives listed in the project milestone chart are not consistent with the original project objectives discussed in the project design section. For example, "evaluation, research, and planning for long-term dissemination and sustainability," was not part of the five objectives on page e35. In addition, no project staff was assigned to the tasks relating to this objective to ensure completion (pp. e45-49).

Reader's Score: 5

2. **The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.**

**Strengths:**

The applicant provides a clear cost analysis to support the budget request of \$ [REDACTED] over the three-year grant period to cover personnel, travel, supplies/equipment, and contracts to serve 400 participants. The breakdown of funds is reasonable for the design and potential significance and includes highlighting that participant would receive 50 hours of bilingual instruction and coaching through the various modules to be utilized in the project covering 20 schools at a rate of \$ [REDACTED] per school (pp. e50-51).

**Weaknesses:**

The costs provided by the applicant in relation to objectives of the proposed project are unclear and unreasonable due to the lack of information on project personnel (p. e50). Approximately 75% of the budget requested covers personnel where all project staff have not been clearly identified or connected to the project per the timelines and milestones (pp. e45-49) For example, the Communications and Marketing Coordinator role was not defined and appears in the budget at \$ [REDACTED] for year one with annual increases. The role of the Advisor/Project Sponsor who will devote 10% time towards the project is board and in the budget for \$ [REDACTED] (pp. e44, e67).

Reader's Score: 5

**Selection Criteria - Quality of Project Personnel**

1. **The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the following factors:**

Reader's Score: 8

Sub

1. **The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**

**Strengths:**

The applicant assures that its employment and the fellowship program will focus on inclusion and representation of the communities served with persons who are members of underrepresented groups (p. e51). In addition, the General Education Provision Acts statement indicates that the applicant does not discriminate in its employment of those persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (p. e9). There was a clear breakdown of current employees who would implement the project and current participants by race. For example, the breakdown of current participants being served by the pilot Fellowship program consists of 50% Hispanic or Latino, 25% Black, 8.3% Asian, and 16.6% White (pp. e50-51).

**Weaknesses:**

The applicant fails to provide adequate documentation of the efforts or recruitment strategies in place to show that persons who are members of group that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability are or would be encouraged to apply for employment in the project. The applicant fails to mention recruitment for employment or its fellowship program to include persons who are members of groups based on national origin, gender, age, or disability (pp. e50-51).

Reader's Score: 2

2. **The qualifications, including relevant training and experience, of the project director or principal investigator.**

**Strengths:**

The applicant provides clear evidence of the qualifications and relevant training of the project director who has the responsibility of overseeing the implementation of the project (p. e52). For example, the project is the current Director of Innovation and Instructional Strategy who leads the Fellowship program, has over twelve years of experience in professional development, education, curriculum design, and performance management relating to bilingual learners, holds a master's degree in bilingual/bicultural education, a bachelor's degree in mass communications, classroom experience as a kindergarten teacher, and biliteracy instructional guide. In addition, a resume was attached to provide additional supportive information regarding qualifications and training (pp. e52-53, e59-60).

**Weaknesses:**

No weaknesses noted.

Reader's Score: 4

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

**Strengths:**

The applicant indicated one key personnel and provides a detailed qualifications including experience. As the Executive Director and co-founder of the applicant, will serve as Advisor to the project, extensive experience, involvement in programs, and the education and curriculum design for the school was clearly discussed. The Advisor has over twenty years of experience in professional management, governance, and involvement with nonprofits, has completed coursework towards a master's degree in Latin American Studies, and holds a bachelor's degree in Political Science and Latin American Studies (pp. e56-59).

**Sub**

**Weaknesses:**

The applicant fails to provide qualifications, including relevant training and experience for project staff holding three position titles that appear in the budget (pp. e56-59). For example, salaries and travel exist for three years for Project Trainers and Coaches with the number of positions unknown, a Project Manager, and a Communications and Marketing Coordinator (pp. e66-67).

**Reader's Score:**     **2**

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**Status:**           Submitted

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Status: Submitted

Last Updated: 09/07/2022 02:13 PM

## Technical Review Coversheet

**Applicant:** Mundo Verde Bilingual Public Charter School (S282T220019)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Significance</b>		
1. Significance	30	28
<b>Quality of Project Design</b>		
1. Quality of Project Design	40	35
<b>Quality of the Management Plan</b>		
1. Management Plan	20	16
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	9
<b>Sub Total</b>	100	88
<b>Total</b>	100	88

# Technical Review Form

Panel #8 - National Dissemination Panel - 8: 84.282T

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

Applicant: Mundo Verde Bilingual Public Charter School (S282T220019)

## Questions

### Selection Criteria - Significance

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

Reader's Score: 28

#### Sub

1. The national significance of the proposed project.

#### Strengths:

The applicant clearly described the significant growth of the ELL population in the United States and the need for additional dual language schools (e27). The applicant provided convincing documentation of absolute priority 2 for the need of providing a highly qualified bilingual workforce for the future (e28).

#### Weaknesses:

There was a limited description of the bilingual teacher shortages in the states to be served by the proposal (e.27). The data provided was for the entire United States and not the targeted regions (Washington, D.C, Delaware, New Mexico, and North Carolina).

Reader's Score: 14

2. The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

#### Strengths:

The applicant provided the benefits to both students with and without disabilities and indicated that the program would enhance the development of all students (e30-31). The Theory of Actions for the proposal was fully explained on e.31-32. The applicant described the organization's ability to continue the current program and build its capacity on p. 31-32.

#### Weaknesses:

While the applicant provided documentation of the benefits of the current bilingual training program in Washington, D. C. in 2021 (e.32-33), there was not a description of how the proposal would impact the other regions targeted for the proposal (Delaware, New Mexico, and North Carolina).

Reader's Score: 14

### 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: 35

Sub

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

**Strengths:**

The applicant fully described how the current program was developed with extensive research on bilingual students and teachers (e.34-35) and how the research was utilized to create and maintain the teacher training model at the organization (Instituto Mundo Verde e.35). The applicant provided documentation on the success rate of the teachers attending the training on e.35. The documentation clearly demonstrated the absolute priority 2 of training and providing a diverse bilingual workforce.

**Weaknesses:**

There was no evidence or documentation of the effect that the trained teachers had on bilingual students after attending the program.

Reader's Score: 9

2. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

**Strengths:**

The applicant stated there was only one goal (e.35) for the proposal – to expand the work of the organization from one area (Washington, D.C.) to additional areas over three years. Objectives were clearly described on e. 36 and most objectives had measurable outcomes.

**Weaknesses:**

There needs to be a baseline figure for some of the objectives with percentages instead of measurable numbers, such as 85% of 100 participants will be teachers of color. With just a percentage, it was not clear how the objective would be measurable. There was also no data range for the measures so it was not clear of the time frame of the objectives.

Reader's Score: 8

3. The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.

**Strengths:**

The applicant provided a very thorough description of how the proposal would accomplish the priority of reaching a diverse bilingual educational workforce on e. 37-40. Each area of the education training program was thoroughly explained and the need for the expansion of the program was described. The applicant clearly described the impact of the project on the bilingual students on e 37 and the expansion of bilingual teachers which addresses absolute priority 2.

**Sub**

**Weaknesses:**

No Weaknesses were noted.

**Reader's Score: 10**

**4. The mechanisms the applicant will use to broadly disseminate information on its project so as to support further development or replication.**

**Strengths:**

The dissemination of the proposal was described in detail both in the replication of the current program in other regions and the communication methods to the community, educators, and schools (e. 42-43). Some of the methods of communication were national and local presentations, social media, flyers, printed materials, and press releases (e.42).

**Weaknesses:**

The applicant stated a new region that had not previously been mentioned which was South Carolina on e. 41.

**Reader's Score: 8**

**Selection Criteria - Quality of the Management Plan**

**1. The Secretary considers the quality of the management plan and adequacy of resources for the proposed project. In determining the quality of the management plan and adequacy of resources for the proposed project, the Secretary considers the following factors:**

**Reader's Score: 16**

**Sub**

**1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**

**Strengths:**

The applicant described in-depth the management of the current program by the Director of Innovation and Instruction Strategy. The management responsibilities were clearly explained on e.43-44. Other management positions were provided and their roles in the program were described (e. 44). A bullet formatted timeline for the program was provided that included activities from October 2022 until September 2025. The milestones for each year of the proposal were described with date ranges and activities on e. 48-49.

**Weaknesses:**

There was no mention of who was responsible for the activities in the timeline or the milestones (e.45-49).

**Reader's Score: 9**

**2. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.**

**Sub**

**Strengths:**

In the budget narrative, the applicant stated that most of the budget would be for personnel (75%) and there would be 112,500.00 for the materials and supplies for the proposal (e.50). The applicant described how this was reasonable as it would be broken down to approximately 5,924.00 per participant for the training program.

**Weaknesses:**

It was very vague as to how these costs would be aligned to the objectives and be reasonable. There was no comparison documentation provided to ensure that the 5,924.00 per participant was reasonable. Positions were listed in the budget that was not mentioned in the proposal nor aligned with the objectives (Communication and Marketing Coordinator).

**Reader's Score: 7**

**Selection Criteria - Quality of Project Personnel**

- 1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the following factors:**

**Reader's Score: 9**

**Sub**

- 1. The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**

**Strengths:**

On e. 51 the applicant described fully how the institute encouraged the traditional underrepresented groups to apply for admission and employment at the center. The applicant provided convincing documentation that the program currently employed the underrepresented population. The data of the graduates of the program clearly demonstrated that the educators that attended the program were the underrepresented population (e.52).

**Weaknesses:**

No Weaknesses were noted.

**Reader's Score: 3**

- 2. The qualifications, including relevant training and experience, of the project director or principal investigator.**

**Strengths:**

The Project Director for the program would be the current Director of Innovation and Instruction Strategy for the organization. The Director of Innovation and Instructional Strategy's expertise and educational background were thoroughly described (e. 52-53). The resume included the contributions, trainings, and professional presentations of the director which clearly included the qualifications for the position.

Sub

**Weaknesses:**

No Weaknesses were noted.

**Reader's Score: 4**

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

**Strengths:**

The applicant provided a list of the personnel of the current program. Included in the description was the position title, the named person, responsibilities, and education. Only two resumes of the eleven positions were provided.

**Weaknesses:**

There was no evidence of any training for any of the positions. The resumes were for the current in-kind staff and not the program staff listed in the budget (e. 67). Positions not described for the program included the Project Trainers and Coaches, Project Manager, and the Communication and Marketing Coordinator.

**Reader's Score: 2**

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