

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

Status: Submitted

Last Updated: 08/02/2023 06:30 PM

Technical Review Coversheet

Applicant: MBEF College & Career Academies, Inc. (S282B230005)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	40	35
Sub Total	40	35
Continuation		
Quality of the Continuation Plan		
1. Continuation Plan	20	20
Sub Total	20	20
Selection Criteria		
Quality of Project Design		
1. Quality of Project Design	10	10
Need for Project		
1. Need for Project	30	30
Sub Total	40	40
Priority Questions		
CPP		
Competitive Preference Priority		
1. CPP	5	3
Sub Total	5	3
Total	105	98

Technical Review Form

Panel #1 - CSP Developers New Panel - 1: 84.282B

Reader #1: *****

Applicant: MBEF College & Career Academies, Inc. (S282B230005)

Questions

Selection Criteria - Quality of the Management Plan

1. (1) Quality of the Charter School's Management Plan (up to 40 points).

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: 35

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 (up to 10 points). (34 CFR 75.210(g)(2)(i))

Strengths:

- The management plan presented in the proposal is commendable, reflecting a well-thought-out approach to achieving the project's objectives on time and within budget.
- The applicant has provided a clear plan, defining responsibilities for each team member, and establishing a cohesive workflow (pg. e89-104).

Weaknesses:

- The proposal lacks detail and specificity on managing the budget, milestones, and progress monitoring (pg. e89-104).

Reader's Score: 8

2. (ii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project (up to 5 points). (34 CFR 75.210(f)(2)(iv))

Strengths:

- The costs seem reasonable in general for a three-year start-up and implementation budget in relation to overall budget (pg. e179).
- The detail offered with regards to supplies, travel, and contracted services seem reasonable (pg. e181-183).

Sub

Weaknesses:

- The proposal lacks the specific detail relative to what are comparable salaries and prices in the area and no correlation to why certain positions or items are needed and the potential impact on the project (pg. e180-189). For example, the Project Director and Manager make more than the principal with no additional information or rationale.

Reader's Score: 3

- 3. (iii) 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 (up to 5 points). (34 CFR 75.210(g)(2)(iv))**

Strengths:

- The proposal intends to fully fund the 3 key positions, project director, project manager, and principal (pg. e.180).
- These positions are listed, and resumes are attached (pg. e64, appendix B).

Weaknesses:

- No weaknesses observed.

Reader's Score: 5

- 4. (iv) The qualifications, including relevant training and experience, of key project personnel (up to 5 points). (34 CFR 75.210(e)(3)(ii))**

Strengths:

- The proposal does list the needs and the personnel with provided resumes (pg. e180, and appendix B).

Weaknesses:

- The proposal does not explicitly detail the background, experience, and strength of needed key personnel to the task assigned (pg. e53 and e180).

Reader's Score: 4

- 5. (v) The adequacy of the applicant's plan to maintain control over all CSP grant funds (up to 5 points). (2022 NFP)**

Strengths:

- The proposal provides a listing of what is to be done in oversight of the CSP funds. For example, the Project Manager will coordinate project services and project activities, including training, communication and information dissemination (pg. e137).
- The Project Director, Project Manager, and Principal will manage the grant collectively each sharing different levels of responsibility (pg. e137).

Weaknesses:

- No weaknesses were noted.

Reader's Score: 5

Sub

6. (vi) The adequacy of the applicant's plan to make all programmatic decisions (up to 5 points). (2022 NFP)

Strengths:

- The proposal is extremely detailed in programmatic design, implementation, and decision making (pg. e112 and e136).

Weaknesses:

- No weaknesses were noted.

Reader's Score: 5

7. (vii) The adequacy of the applicant's plan to administer or supervise the administration of the grant, including maintaining management and oversight responsibilities over the grant (up to 5 points). (2022 NFP)

Strengths:

- The applicant's plan to administer and supervise the grant is well-developed, showcasing a comprehensive approach to grant management (pg. e118).
- The proposal outlines a clear organizational framework, defining responsibilities and ensuring effective administration and oversight of the grant's implementation (pg. e118).

Weaknesses:

- No weaknesses were observed.

Reader's Score: 5

Continuation - Quality of the Continuation Plan

1. (2) Quality of the Continuation Plan (up to 20 points).

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. (2019 NFP)

Strengths:

- The proposal showcases a comprehensive approach to ensuring the school's continued operation in alignment with the initial application's objectives (pg. e138-40).
- The applicant has shown a clear understanding of potential challenges and has outlined effective contingency measures, underscoring their dedication to maintaining consistency and impact (pg. e138-40).
- The proposal details a financial sustainability plan that includes funding contingencies and the forethought of planning for mishaps or unforeseen circumstances (pg. e140).

Weaknesses:

No weaknesses were noted.

Reader's Score: 20

Selection Criteria - Quality of Project Design

1. (3) Quality of the Project Design (up to 10 points).

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: 10

Sub

1. (i) The extent to which the proposed project demonstrates a rationale (as defined in 34 CFR 77.1(c)) (up to 5 points). (34 CFR 75.210(c)(2)(xxix))

Strengths:

- The proposal design around the career academy model is sound (pg. e89-104).
- The logic model is robust and highlights the level of forethought and planning in the design of the proposed project (pg. e147).

Weaknesses:

No weaknesses were noted.

Reader's Score: 5

2. (ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable (up to 5 points). (34 CFR 75.210(c)(2)(i))

Strengths:

- The proposal details a robust template of goals, objectives, and expected outcomes (pg. e.89-104).
- The detail around the anticipated tools necessary to accomplish the task is a value-add and reflects the degree of forethought into the achievability of the outcomes (pg. e.89-104).
- The inclusion of the constraints and assumptions is a powerful addition to the project design due to an anticipation of how they may impact their goals (pg. e104).

Weaknesses:

No weaknesses were noted.

Reader's Score: 5

Selection Criteria - Need for Project

1. (4) Need for Project (up to 30 points).

The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers one or more of the following factors:

Reader's Score: 30

Sub

1. (i) The magnitude or severity of the problem to be addressed by the proposed project (up to 15 points). (34 CFR 75.210(a)(2)(i))

Strengths:

- The proposal effectively highlights the significant magnitude and severity of the problem to be addressed by the proposed project (pg. e87).
- The applicant provides compelling evidence and data that illustrate the profound impact of the problem on the target population or community (pg. e87).
- The applicant highlights the challenges in West Virginia in transforming an economy and human capital skillset centered around coal mines and production to technology and business, and how WV is currently listed as #41st in the country in education (pg. e87).
- The applicant presents a compelling state and county demographic with current proficiency scores of the challenge ahead and how their model will address the challenges (pg. e.88).
- The alignment to historical context, state-wide initiatives, and the intended outcomes of the project are well thought-out (pg. e87-88).

Weaknesses:

No weaknesses were noted.

Reader's Score: 15

2. (ii) The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project (up to 15 points). (34 CFR 75.210(a)(2)(ii))

Strengths:

- The proposal highlights the research about a business type school in preparing students for a future and details the general goals of West Virginia (pg. e87).
- The activities listed in the proposal and detailed and specific in the chart provided to address "core" knowledge acquisition and skill development, specific business-related content knowledge and skill acquisition, encore knowledge and skill development specifically related to the business model, and a deep understanding of data and information systems (pg. e89-98).
- The proposal addresses the social, community, and environmental needs laid out in this section with two strategic goals around culture, community, and civic responsibility (pg. e98-101).
- The proposal highlights the outcomes of the proposed activities in correlation to transforming the outcomes of both students and communities (pg. e87-88).

Weaknesses:

No weaknesses were noted.

Reader's Score: 15

Priority Questions

CPP - Competitive Preference Priority

1. Competitive Preference Priority—Promoting High-Quality Educator- and Community-Centered Charter Schools to Support Underserved Students (up to 5 points).

(a) Under this priority, an applicant must propose to open a new charter school, or to replicate or expand a high-quality charter school, that is developed and implemented—

(1) With meaningful and ongoing engagement with current or former teachers and other educators; and

(2) Using a community-centered approach that includes an assessment of community assets, informs the development of the charter school, and includes the implementation of protocols and practices designed to ensure that the charter school will use and interact with community assets on an ongoing basis to create and maintain strong community ties.

(b) In its application, an applicant must provide a high-quality plan that demonstrates how its proposed project would meet the requirements in paragraph (a) of this priority, accompanied by a timeline for key milestones that span the course of planning, development, and implementation of the charter school.

Strengths:

- The applicant's proposal effectively addresses the requirements of the priority by demonstrating meaningful and ongoing engagement with current or former teachers and educators (pg. e11).
- The plan is of high quality and aligns with the priority's objectives (pg. e11).

Weaknesses:

- The community-centered approach, including the assessment of community assets and protocols for continued interaction, is specific to state-wide and not immediate community data (pg. e88).

Reader's Score: 3

Status: Submitted

Last Updated: 08/02/2023 06:30 PM

Status: Submitted

Last Updated: 08/03/2023 10:38 AM

Technical Review Coversheet

Applicant: MBEF College & Career Academies, Inc. (S282B230005)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	40	35
Sub Total	40	35
Continuation		
Quality of the Continuation Plan		
1. Continuation Plan	20	20
Sub Total	20	20
Selection Criteria		
Quality of Project Design		
1. Quality of Project Design	10	10
Need for Project		
1. Need for Project	30	30
Sub Total	40	40
Priority Questions		
CPP		
Competitive Preference Priority		
1. CPP	5	3
Sub Total	5	3
Total	105	98

Technical Review Form

Panel #1 - CSP Developers New Panel - 1: 84.282B

Reader #2: *****

Applicant: MBEF College & Career Academies, Inc. (S282B230005)

Questions

Selection Criteria - Quality of the Management Plan

1. (1) Quality of the Charter School's Management Plan (up to 40 points).

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: 35

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 (up to 10 points). (34 CFR 75.210(g)(2)(i))

Strengths:

The management plan is mostly adequate to achieve the objectives on time and within budget. The applicant proposes two appropriate sets of activities that fittingly contain pre-operation and operation activities (p. 104-105). These activities effectively include the development of a detailed plan and timeline to manage the proposed project, selection of instructional materials, and refining the curriculum and instructional practices. The applicant demonstrates that each component of the management plan is scheduled in specific time intervals as evident by the extensive list of activities such as site development, operations, academics, governance, financial, and operations (p. e-118-136). For example, in June of 2023, the applicant proposes to finalize academic program and vision over six years for the school location using the adopted curriculum plans as a guide (p. e-121). The applicant appropriately proposes to establish an advisory team that will assist the leadership in ensuring that the project's objectives will be achieved on time and within budget (p. e-111-112).

Weaknesses:

The management plan does not contain milestones that would support that the proposed objectives will be achieved on time and within budget.

Reader's Score: 8

2. (ii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project (up to 5 points). (34 CFR 75.210(f)(2)(iv))

Strengths:

The applicant is proposing a budget of [REDACTED] (p. e-179) which is mostly reasonable in relation to the objectives, design, and potential significance of the proposed project. The budget appropriately includes personnel

Sub

costs, lease expenditures for classrooms, supplies, and contractual costs for professional development (p. e-179-185). Expenditures are fittingly higher during the planning phase and initial start of the project as purchases such as classroom furniture and supplies will be acquired during that time (p. e-185). The costs are mostly reasonable as the 875 students (p. e-53) to be served are likely to make academic proficiency gains of 10%. These gains are probable as the proposed objectives and the project design are detailed, based on research and best practices, and will significantly contribute to the state's economy, long-term.

Weaknesses:

The proposed budget does not include detailed expenditures for professional development and simply proposes a lump sum for professional development which makes it difficult to determine if the proposed amount is reasonable compared to potential professional development activities offered (p. e-183). The salaries of the Project Director and Project Manager seem excessive at [REDACTED] per year and [REDACTED] per year (p. e-180).

Reader's Score: 3

- 3. (iii) 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 (up to 5 points). (34 CFR 75.210(g)(2)(iv))**

Strengths:

The time commitments of the Project Director, Project Manager, and Principal are appropriate and adequate to meet the objectives of the proposed project. The time commitment of the Project Director is 1.0 FTE. The responsibilities of this position correspond to a full-time position. The Project Director provides daily oversight of the grant (p. e-53). The Project Manager will coordinate project services and project activities, including training, communication, and information dissemination (p. e-136). The position of Project Manager is 1.0 FTE, which is proportionate to the duties of this position. The School Principal position is considered a key position with the principal fittingly being part of the leadership team that implements the proposed project. This position is appropriately funded at .5 FTE (p. e-180).

Weaknesses:

No weaknesses are noted.

Reader's Score: 5

- 4. (iv) The qualifications, including relevant training and experience, of key project personnel (up to 5 points). (34 CFR 75.210(e)(3)(ii))**

Strengths:

The applicant comprehensively demonstrates the qualifications of key project personnel which will contribute to the success of the proposed project. For example, the qualifications of the Project Director include experience in instruction and research, building new and redefining existing programs, outlining goals and objectives, orchestrating implementation strategies, and managing fiscal and staff resources in the government, private, and non-profit sectors. Relevant experience includes having had direct oversight of a multiple grant budget exceeding [REDACTED]. Relevant training includes a master's degree in management and business administration that will greatly contribute to the accomplishments as Project Director (p. e-112). The Project Manager has valuable experience as a former district level Program Coordinator, STEM Lead Educator, Science Lead Teacher, and Instructional Support Teacher. Her expertise in Project and Inquiry Based Learning, Technology Focused Blended Learning, and Gaming Pedagogy will contribute to realizing the project's objectives (p. e-112-113). The resumes of most key personnel support the relevant qualifications of both the Project Director and Project Manager (p. e-65-66).

Sub

Weaknesses:

The applicant does not provide a job description for the position of principal. The principal is considered key personnel and a job description for this position would help demonstrate that key personnel have the qualifications to manage the proposed project.

Reader's Score: 4

5. (v) The adequacy of the applicant's plan to maintain control over all CSP grant funds (up to 5 points). (2022 NFP)

Strengths:

The applicant proposes sound budget policies that will ensure maintaining control over all CSP grant funds (p. e-185-187). For example, the proposed Financial Policies and Procedures Manual will cover the roles and responsibilities of all fiscal management duties, including content, frequency, and process of reporting and reconciling bank accounts and ledger books for all financial transactions of the school (p. e-185).

Weaknesses:

No weaknesses are noted.

Reader's Score: 5

6. (vi) The adequacy of the applicant's plan to make all programmatic decisions (up to 5 points). (2022 NFP)

Strengths:

The applicant proposes a comprehensive plan for programmatic decision-making. For example, the Board of Trustees will effectively assume the ultimate authority and accountability for all matters of MBLI governance and oversee critical elements of administration which will transition to a Governing Board of Trustees once the charter is authorized (p. e-109). To oversee and implement day to day project activities, the applicant will utilize its leadership team consisting of the Project Director, Project Manager, and Principal to make programmatic decisions at the school level (p. e-112). An Advisory Group (AG) is proposed to provide advice and support but does not have any legal decision-making authority. It offers advice regarding best practices and provides support materials to the leadership team (p. e-110). The AG does not have formal legal responsibilities or decision-making authority and cannot issue directives that must be followed instead the AG offers best practice recommendations, vital information, and supportive materials to the MBLI Leadership Team (p. e-110).

Weaknesses:

No weaknesses are noted.

Reader's Score: 5

7. (vii) The adequacy of the applicant's plan to administer or supervise the administration of the grant, including maintaining management and oversight responsibilities over the grant (up to 5 points). (2022 NFP)

Strengths:

The applicant proposes several appropriate tasks related to the administration of the grant such as hiring an independent auditor and creating a contract with a financial and accounting contractor (p. e-131). In addition, the Project Director assumes direct oversight over the project's budget. For example, the Project Director will prepare and propose a detailed budget that shows line-item expenses and will include a monthly cash-flow analysis to help manage cash flow and monitor progress towards outputs such as hiring, contracting of services, or procuring of equipment (p. e-185).

Sub

Weaknesses:

No weaknesses are noted.

Reader's Score: 5

Continuation - Quality of the Continuation Plan

1. (2) Quality of the Continuation Plan (up to 20 points).

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. (2019 NFP)

Strengths:

The applicant comprehensively demonstrates that it is prepared to continue to operate the charter school once the grant funds are no longer available. The applicant expects to reach full enrollment with grade 12 in Year 6 which will sustain the school's funding after the grant funds are no longer available. The applicant fittingly proposes to maintain a funding surplus after year three of project implementation to financially bridge the three years of operation where grant funds are no longer available and full enrollment has not yet been reached (p. e-120). The applicant effectively proposes a fitting fundraising program where new donors are identified, donor events being held, and direct and indirect fundraising campaigns (p. e-140).

Weaknesses:

No weaknesses are noted.

Reader's Score: 20

Selection Criteria - Quality of Project Design

1. (3) Quality of the Project Design (up to 10 points).

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: 10

Sub

1. (i) The extent to which the proposed project demonstrates a rationale (as defined in 34 CFR 77.1(c)) (up to 5 points). (34 CFR 75.210(c)(2)(xxix))

Strengths:

The applicant proposes a rationale that is effectively embedded within its logic model (p. e-147). The problem is clearly stated as only a small percentage of students achieving academic proficiency standards and students not being sufficiently prepared to help sustain its state's dwindling economy as adults (p. e-179). The applicant proposes to implement a comprehensive instructional design that focuses on the benefits of business-intense curriculum to help students increase academic proficiency levels and have career-specific credentials to contribute

Sub

to their state's economy (p. e-89-104).

Weaknesses:

No weaknesses are noted.

Reader's Score: 5

- 2. (ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable (up to 5 points). (34 CFR 75.210(c)(2)(i))**

Strengths:

The applicant proposes six goals that are each supported by clearly specified objectives and activities that will ensure the goals are accomplished. The goals are measurable as the baseline data will appropriately be established during year two of the proposed project and reasonable targeted increases over a defined period are established (p. e-89-104). For example, the goal of fostering "Encore" knowledge acquisition and skills development is supported by the effective objective of students being introduced to languages other than English. Appropriate strategies such as curriculum mapping, students identifying learning goal, and conducting classroom walkthroughs, will aid 10% of students to achieve the measurable outcome of demonstrating Elementary Proficiency levels in the languages learned.

Weaknesses:

No weaknesses are noted.

Reader's Score: 5

Selection Criteria - Need for Project

- 1. (4) Need for Project (up to 30 points).**

The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers one or more of the following factors:

Reader's Score: 30

Sub

- 1. (i) The magnitude or severity of the problem to be addressed by the proposed project (up to 15 points). (34 CFR 75.210(a)(2)(i))**

Strengths:

The applicant effectively establishes that West Virginia's students demonstrate low levels of proficiency in reading, math, and science. The state is ranked 41st among all states in how well students are educated. The applicant appropriately indicates that the state's economy requires students to be business savvy and cross-culturally competent citizens and proposes to offer an integrated business curriculum to prepare the target population to help reverse a depressed economy (p. e-179 and Appendix H p. e-88).

Sub

Weaknesses:

No weaknesses are noted.

Reader's Score: 15

2. (ii) The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project (up to 15 points). (34 CFR 75.210(a)(2)(ii))

Strengths:

The applicant appropriately proposes a comprehensive set of activities that will provide students with learning opportunities in the core subject areas as well as business-specific courses (p. e-30-32). Research citations underscore the likely success of the activities to be carried out by the proposed project. The significance of each of business-specific course is supported through a complete description of the expected benefits and learning outcomes. For example, the applicant innovatively proposes to teach core knowledge in a sequence that helps students to understand each core subject instead of simply memorizing it (p. e-30). The applicant effectively demonstrates that business education contributes to the learning in the areas of analytical, computation, language arts/communication, research, and reading comprehension while career readiness focuses on personal strengths, talents, education, and experiences (p. e-30). Other business courses fittingly include accounting, project management, entrepreneurship instruction, financial literacy instruction, and career planning which will likely increase students' academic proficiency levels and prepare them for meaningful employment within the target area.

Weaknesses:

No weaknesses are noted.

Reader's Score: 15

Priority Questions

CPP - Competitive Preference Priority

1. Competitive Preference Priority—Promoting High-Quality Educator- and Community-Centered Charter Schools to Support Underserved Students (up to 5 points).

(a) Under this priority, an applicant must propose to open a new charter school, or to replicate or expand a high-quality charter school, that is developed and implemented—

(1) With meaningful and ongoing engagement with current or former teachers and other educators; and

(2) Using a community-centered approach that includes an assessment of community assets, informs the development of the charter school, and includes the implementation of protocols and practices designed to ensure that the charter school will use and interact with community assets on an ongoing basis to create and maintain strong community ties.

(b) In its application, an applicant must provide a high-quality plan that demonstrates how its proposed project would meet the requirements in paragraph (a) of this priority, accompanied by a timeline for key milestones that span the course of planning, development, and implementation of the charter school.

Strengths:

(a)(1) The applicant effectively demonstrates that the proposed project is developed and implemented with parent and teacher engagement. For example, the applicant proposes activities such as collaborating with families to develop strategies to solve problems and serve as problem solvers; and seeks to provide each family with an opportunity to review and provide input on program practices, policies, communications, and events to ensure the program is responsive to the needs of families (p. e-142).

(a)(2) A community-centered approach appropriately includes partnerships with local businesses (p. e-93). For example, at least 50% of MBLI students will participate in the MBLI Business Symposium to apply their skills to real world scenarios (p. e-93).

(b) The applicant's high-quality management plan demonstrates that the charter school is developed and implemented with meaningful and ongoing engagement with current or former teachers and uses a community centered approach.

Weaknesses:

(a)(2) The applicant does not demonstrate that an assessment of community assets informed the development of the charter school.

Reader's Score: **3**

Status: Submitted

Last Updated: 08/03/2023 10:38 AM

Status: Submitted

Last Updated: 08/02/2023 06:31 PM

Technical Review Coversheet

Applicant: MBEF College & Career Academies, Inc. (S282B230005)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	40	33
Sub Total	40	33
Continuation		
Quality of the Continuation Plan		
1. Continuation Plan	20	20
Sub Total	20	20
Selection Criteria		
Quality of Project Design		
1. Quality of Project Design	10	10
Need for Project		
1. Need for Project	30	30
Sub Total	40	40
Priority Questions		
CPP		
Competitive Preference Priority		
1. CPP	5	3
Sub Total	5	3
Total	105	96

Technical Review Form

Panel #1 - CSP Developers New Panel - 1: 84.282B

Reader #3: *****

Applicant: MBEF College & Career Academies, Inc. (S282B230005)

Questions

Selection Criteria - Quality of the Management Plan

1. (1) Quality of the Charter School's Management Plan (up to 40 points).

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: 33

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 (up to 10 points). (34 CFR 75.210(g)(2)(i))

Strengths:

The applicant lists goals with objectives and the specific actions to achieve the project goals in the table found on pgs. e89-104. For example, the applicant lists a specific action of implementing rigorous, differentiated instructional strategies to meet student learning needs to satisfy the goal of students learning foundational skills to demonstrate growth and achievement in the core learning subjects.

The Program Action – Logic Model provides information regarding project priorities, Inputs, Outputs (Activities and Participation) Outcomes (Short, Medium and Long Term), Assumptions, External Factors and Evaluation methods. For example, the school model/curriculum produces lesson plans to provide instruction for students that results in students gaining knowledge in those content areas which increases skill retention and transfers to each grade level creating long term academic achievement. (p. e147).

The applicant provides a comprehensive plan that shares tasks with an assigned domain and a means of evidence to verify the completed task. (p. e1118). For example, the strategy of narrowing community engagement to specific areas surrounding the campus falls under site development and is evidenced by a completed community engagement plan.

Weaknesses:

There is no evidence of milestones or a timeline that accompanies the action and tasks to complete the project goals. (pgs. e89-104).

The Program Action – Logic Model does not include the milestones, timeline or persons responsible. (p. e147).

Sub

Reader's Score: 8

2. (ii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project (up to 5 points). (34 CFR 75.210(f)(2)(iv))

Strengths:

The applicant states a variety of items to support the project including: salaries and benefits for key personnel, purchased professional services for conference attendance by the key personnel and related travel expenses, supplies for classroom and office use, contractual costs, and other expenditures. (p. e182).

Weaknesses:

The salaries and benefits for the key personnel, who are not instructional staff, amount to approximately [REDACTED] of the total operating budget without evidence that this is a reasonable cost. (p. e180).

Approximately only [REDACTED] of the operating budget is dedicated to materials directly used by students. (p. e182). For example, Smartboard, projectors, mobile science labs [REDACTED]; Chromebook computers [REDACTED]; desk/chairs [REDACTED]. The total cost for Chromebooks for student use could be increased to meet the needs of increased enrollment during the funding cycle.

There is no evidence regarding the topics to be provided for teacher professional development nor, the vendor information to provide this training. (p. e183).

There is no information to support the alignment with the board development fees and the goals and objectives for the proposed project. (p. e183).

Reader's Score: 2

3. (iii) 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 (up to 5 points). (34 CFR 75.210(g)(2)(iv))

Strengths:

The applicant provides time commitments for the key personnel that are adequate to meet the objectives of the proposed project and are as follows: Project Director 1.0 FTE, Project Manager 1.0 FTE, School Principal .50 FTE and Staff Assistant 1.0 FTE. (pgs. e180; e186).

The Project Director oversees all grants related tasks, the Project Manager coordinates grants related activities, training and communication, the School Principal provides direction for staff and students while participating in the process of soliciting bids for materials and the Staff Assistant provides administrative support for all grant-related tasks.

Weaknesses:

There are no identified weaknesses.

Reader's Score: 5

4. (iv) The qualifications, including relevant training and experience, of key project personnel (up to 5 points). (34 CFR 75.210(e)(3)(ii))

Sub

Strengths:

The applicant states that the key personnel are comprised of a project director, project manager, a school principal and a staff assistant. (p. e180).

The qualifications and previous experience for both individuals are both relevant and appropriate for the roles on the leadership team. (pgs. 65-66; Appendix B).

Weaknesses:

There is no evidence of additional documentation to determine the experience and qualifications of the school principal and staff assistant. (pgs. 65-66; Appendix B).

Reader's Score: 3

5. (v) The adequacy of the applicant's plan to maintain control over all CSP grant funds (up to 5 points). (2022 NFP)

Strengths:

The applicant states that the project director oversees the process to ensure that funds flow directly to the school. (p. e186). For example, the applicant shares the process for the project director to receive weekly cash flow updates from administrative personnel. Accounts payable provides procedures to adjust the cash flow if needed in collaboration with the project director.

The applicant shares processes and procedures for fiscal accountability and the cash flow management plan regarding the oversight of CSP funding. (p. e186).

Weaknesses:

There are no identified weaknesses.

Reader's Score: 5

6. (vi) The adequacy of the applicant's plan to make all programmatic decisions (up to 5 points). (2022 NFP)

Strengths:

The applicant states that the Project Director oversees all grants related tasks and the Project Manager coordinates grants related activities, training and communication. (pgs. e180; e186).

A newly formed advisory group, comprised of leaders from a variety of public, private and corporate sectors, will support the leadership team through advisement and contribution of supportive materials as appropriate for assistance in sound programmatic decision-making. (p. e110).

Sub

Weaknesses:

There are no identified weaknesses.

Reader's Score: 5

7. (vii) The adequacy of the applicant's plan to administer or supervise the administration of the grant, including maintaining management and oversight responsibilities over the grant (up to 5 points). (2022 NFP)

Strengths:

The applicant indicates the responsibilities of the Leadership Team comprised of the Project Director and Project Manager will include supervision of all grants related tasks for this project. (p. e180).

The Board of Trustees supports the Leadership Team and assumes an active role regarding the oversight of grants administration such as assuming "ultimate" authority and accountability for both governance and key grant administrative elements. (p. e109).

Weaknesses:

There are no identified weaknesses.

Reader's Score: 5

Continuation - Quality of the Continuation Plan

1. (2) Quality of the Continuation Plan (up to 20 points).

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. (2019 NFP)

Strengths:

The applicant shares the program continuity plan which outlines strategies to ensure the continuity of project operations should circumstances occur that threaten project sustainability. For example, a timeline and calendar include all relevant dates and deadlines for grant related tasks. Records are kept to provide data regarding spending, funding sources, and budget management. Operational materials are maintained for transitioning of new staff members. Quarterly meetings to share operational information for all staff. (pgs. e138-139).

There is also evidence of strategies for a continuity plan to maintain financial stability. For example, maintaining accurate monthly fiscal reporting to develop a contingency plan to avoid gaps in programming due to fiscal shortfalls. Implementing additional fundraising strategies to widen the funding pipeline. Focus on cash flow management and develop strategies to address any unforeseen shortfalls. (p. e140).

Weaknesses:

There are no identified weaknesses.

Reader's Score: 20

Selection Criteria - Quality of Project Design

1. (3) Quality of the Project Design (up to 10 points).

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: 10

Sub

1. (i) The extent to which the proposed project demonstrates a rationale (as defined in 34 CFR 77.1(c)) (up to 5 points). (34 CFR 75.210(c)(2)(xxix))

Strengths:

The applicant indicates that the students of West Virginia are not adequately prepared for careers and lack business savvy to enter the workforce. (p. e87).

The proposal promotes a project that integrates academic instruction of core subject areas (reading, math, language arts, science, and social studies) into business education to provide students with skills in topics including: analytics, marketing, economics, financial accounting and leadership. Ideally, the curriculum provides skill for students to seek careers as Accountants, Bookkeepers, Management Consultants, and Technology Support (p. e151).

Weaknesses:

There are no identified weaknesses.

Reader's Score: 5

2. (ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable (up to 5 points). (34 CFR 75.210(c)(2)(i))

Strengths:

The applicant states the four overarching goals and objectives that align with the proposed project. (p. e11). For example, SMART Goal 1. The project will foster knowledge acquisition and skill development; Goal 2. The project will prepare students to identify, evaluate and use information with purpose and accuracy; Goal 3. As a result of the project, students will adopt enhanced integrity, friendship, empathy and civic responsibility; and Goal 4. The components of the project will allow the school to foster a positive school environment and learning culture benefitting students.

Weaknesses:

There are no identified weaknesses.

Reader's Score: 5

Selection Criteria - Need for Project

1. (4) Need for Project (up to 30 points).

The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers one or more of the following factors:

Reader's Score: 30

Sub

1. (i) The magnitude or severity of the problem to be addressed by the proposed project (up to 15 points). (34 CFR 75.210(a)(2)(i))

Strengths:

The applicant states the reasons behind the proposed project are as follows: 1. The West Virginia students are not mastering the state standards; 2. The state plan to revive the economy lacks focus on the low academic achievement scores; and 3. There is a need to integrate content area instruction with business skills. (p. 2; Budget Narrative).

The proposed plan includes activities and projects that will immerse students in business challenges across a variety of industries, foster development of business intuition through interactive learning exercises, and prepare them to join a global business community. (p. e151).

The Program Action Logic Model provides the input, outputs and outcomes related to the proposed project. (p. e147; Logic Model). For example, the school model/curriculum produces lesson plans to provide instruction for students that results in students gaining knowledge in those content areas which increases skill retention and transfers to each grade level creating long term academic achievement.

Weaknesses:

There are no identified weaknesses.

Reader's Score: 15

2. (ii) The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project (up to 15 points). (34 CFR 75.210(a)(2)(ii))

Strengths:

The applicant shares examples of services for students including an enrollment retention plan (pgs. e50-51), intervention opportunities for at-risk students identified through assessments (p. e90), individualized learning goals (p. e92), instructional services and support for students with IEPs (p. e50), instructional services and support for English Language Learner students (p. e50), access to reading remediation through instructional technology and a remediation plan (p. e89), access to a tutoring center with certified teacher assistance (p. e47), and consistent appointments with guidance personnel to support students in navigating career goals (p. e92).

Weaknesses:

There are no identified weaknesses.

Sub

Reader's Score: 15

Priority Questions

CPP - Competitive Preference Priority

1. Competitive Preference Priority—Promoting High-Quality Educator- and Community-Centered Charter Schools to Support Underserved Students (up to 5 points).

(a) Under this priority, an applicant must propose to open a new charter school, or to replicate or expand a high-quality charter school, that is developed and implemented—

(1) With meaningful and ongoing engagement with current or former teachers and other educators; and

(2) Using a community-centered approach that includes an assessment of community assets, informs the development

of the charter school, and includes the implementation of protocols and practices designed to ensure that the charter

school will use and interact with community assets on an ongoing basis to create and maintain strong community ties.

(b) In its application, an applicant must provide a high-quality plan that demonstrates how its proposed project would meet the requirements in paragraph (a) of this priority, accompanied by a timeline for key milestones that span the course of planning, development, and implementation of the charter school.

Strengths:

The applicant provides evidence of strategies to create a network of community resources to benefit students. (p. e141) For example, some of the strategies include establishing partnerships with businesses and faith-based organizations, communicating program goals to stakeholders, identifying support from mental health and wellness organizations and enlisting corporate business and academia partners in evaluation and improvement of business learning programs (p. e93).

There is evidence of meaningful and ongoing engagement with educators, including: offering professional development programming that builds the business knowledge capacity and best practices awareness of instructional staff. (p. e92).

Weaknesses:

There is no evidence of the development of an assessment of community assets. (pgs. e92-93).

The applicant does not provide evidence of implementation of protocols and practices to ensure the use of community assets. (pgs. e92-93).

Reader's Score: 3

Status: Submitted

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