

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

Status: Submitted

Last Updated: 08/03/2023 09:18 AM

## Technical Review Coversheet

Applicant: African Heritage, Inc. (S282B230008)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of the Management Plan</b>		
1. Management Plan	40	35
<b>Sub Total</b>	40	35
<b>Continuation</b>		
<b>Quality of the Continuation Plan</b>		
1. Continuation Plan	20	15
<b>Sub Total</b>	20	15
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Quality of Project Design	10	7
<b>Need for Project</b>		
1. Need for Project	30	21
<b>Sub Total</b>	40	28
<b>Priority Questions</b>		
<b>CPP</b>		
<b>Competitive Preference Priority</b>		
1. CPP	5	4
<b>Sub Total</b>	5	4
<b>Total</b>	105	82

# Technical Review Form

Panel #2 - CSP Developers New Panel - 2: 84.282B

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

Applicant: African Heritage, Inc. (S282B230008)

## 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 operator of this project is affiliated with African Heritage Inc., a well-established nonprofit organization with a proven track record of effectively working with the target population and a shared commitment to narrowing achievement gaps (e18). The applicant demonstrates a clear and strategic approach by providing a comprehensive logic model that aligns activities, goals, and objectives (e19). Moreover, the application showcases the expertise of their personnel, including staff, consultants, and board members, with detailed descriptions of their qualifications and experiences (e27). What sets this proposal apart is the highly detailed project plan and timeline, which outlines specific activities and deliverables and assigns responsibilities to designated parties (e38). Overall, this well-rounded and meticulously thought-out proposal holds great promise for significantly impacting the intended area of focus.

#### Weaknesses:

The applicant does not offer evidence or documentation indicating that their adopted curriculum aligns with state standards (e24). This lack of alignment raises concerns about the project's effectiveness and ability to meet the target population's educational needs adequately. Additionally, a significant gap in the proposal is the absence of an identified facility and a detailed plan for its utilization. Without a designated facility and a well-structured plan, the project's feasibility and sustainability are questioned. A solid plan for the project's physical location is crucial for ensuring the initiative's smooth implementation and long-term success. These weaknesses highlight areas that necessitate further clarification and development to enhance the overall viability and impact of the proposed project.

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))

**Sub**

**Strengths:**

The project exhibits several notable strengths that enhance its feasibility and long-term sustainability. The proposed budget, outlined in the narrative, demonstrates meticulous planning and accountability. It offers a comprehensive breakdown of expenditures, skillfully aligning them with the project's objectives (e 25). As the initiative progresses and start-up items are acquired, costs are efficiently reduced, reflecting a keen focus on cost-effectiveness and resource optimization. Moreover, the project showcases impressive foresight by maintaining its financial prowess over time. Despite an increasing number of students being served, the five-year annual project budget experiences a reduction after year three (e 233). This speaks to the project's adaptability and ability to optimize resources without compromising its mission, making it an exemplary model for sustainable educational endeavors.

**Weaknesses:**

No weaknesses found

**Reader's Score: 5**

- 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 staffing plan provided by the applicant demonstrates a strong commitment to the project and ensures adequate resources will be dedicated to its successful management. The Project Director and the Project Manager will be dedicating 50% and 75% of their time, respectively, which indicates a significant level of involvement and accountability for project outcomes.

Furthermore, the Partnership Director will dedicate 40% of their time to the project, which will contribute to effective collaboration and partnership with stakeholders. The staffing plan provides a well-rounded team with the necessary skills and expertise to achieve project objectives.

The allocation of staff time is reasonable, given the scope of the project and the roles of each staff member. The Project Director and Project Manager will be responsible for overseeing project activities, managing tasks, and ensuring deadlines are met. The Partnership Director will be responsible for building and maintaining relationships with stakeholders, managing partnerships, and fostering collaboration with partners.

Overall, the staffing plan provides sufficient time and resources to manage the project effectively, and the division of responsibilities is clear and appropriate. The project team can manage the project successfully and achieve its objectives.

**Weaknesses:**

Additional information needed to determine better if commitments were sufficient is not included in either the narrative or the budget narrative. More information on the development of tools such as the STREEAM curriculum and the infusion of African-centered pedagogy are time-consuming activities that do not appear to have staff time allocated.

**Reader's Score: 4**

- 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 project's strengths lie in the well-qualified and skilled personnel whose resumes demonstrate their capability to implement the program successfully. Despite the vacant principal position, the applicant's inclusion of a detailed job description and timelines, which encompass the future principal's role, showcases their foresight and commitment to a seamless integration once the position is filled (e129).

**Weaknesses:**

No weaknesses found.

**Reader's Score: 5**

**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 application demonstrates notable strengths in financial management and accountability. Firstly, it highlights a comprehensive range of control mechanisms effectively employed to monitor expenses and enforce strict policies, showcasing a commitment to fiscal responsibility (e40). Secondly, establishing a finance committee comprising financial experts ensures expert oversight of finances, fostering prudent decision-making and minimizing financial risks (e40). Moreover, the plan to separate funding for the parent organization from the school's funding enhances financial transparency and helps avoid potential conflicts of interest (e41). Finally, the organization's commitment to periodic budget review meetings is commendable, as it allows stakeholders and key personnel to stay informed about budget performance and provides valuable opportunities for feedback, ensuring financial decisions are aligned with the organization's objectives (e41). These strengths reflect a robust and responsible approach to financial management within the organization.

**Weaknesses:**

The application exhibits some notable weaknesses in its financial planning and organizational structure. Firstly, it lacks sufficient detail on the process of making budget decisions, leaving ambiguity on how feedback from stakeholders and key personnel will be incorporated and whether the Board is obligated to respond to such feedback. This can lead to potential misunderstandings and hinder effective financial decision-making (e40, e41). Secondly, while there is a plan to separate the budgets of the parent organization and the school (AHI and ABLE), the application fails to clarify the relationship between these entities. The presence of board members with direct ties to the school and AHI raises concerns about potential conflicts of interest and may undermine the independence of financial decision-making (e41). Addressing these weaknesses is crucial to ensure greater transparency, accountability, and sound economic governance within the organization.

**Reader's Score: 4**

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

**Strengths:**

The applicant has over 25 years of program management experience and has earned great respect within the community. The proposal outlines a highly effective governance structure that is well-organized and efficient, defining clear lines of supervision and responsibility. Notably, including a governance board comprising parents, community members, and AHI representatives promises a diverse and inclusive approach to implementing the project's vision, ensuring a comprehensive and well-rounded execution.

**Sub**

**Weaknesses:**

No weaknesses found.

**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 describes several quality and oversight controls with responsibility distributed among the leadership (e.g., 40).

**Weaknesses:**

The evaluation and monitoring plan presented in the proposal lacks clarity and structure. While comprehensive reports are mentioned, they are not explicitly named, and there is no clear schedule for reporting. Key Performance Indicators (KPIs) are described but not listed, leaving gaps in understanding how performance will be measured. Furthermore, the evaluation model lacks a well-defined structure, making it difficult to grasp the evaluation cycle's timeline and alignment with the goals being assessed. A more organized approach, such as a timeline linking evaluations to their corresponding goals, would be beneficial in enhancing the proposal's overall evaluation framework.

**Reader's Score: 4**

**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's response is comprehensive and well-developed. One of their project goals is to monitor financial stability and ensure sustainability, indicating a thoughtful approach to long-term planning (e23). Their inclusion of budgets that extend beyond the grant period demonstrates their ability to sustain the school on its revenue alone (e52). Moreover, the applicant's commitment to targeted outreach efforts ensures a steady pool of applicants as the program expands and in future years (e52). Additionally, their emphasis on compliance will guarantee that the charter remains open, maintaining adherence to regulations and operational requirements (e52). The applicant's proposal strongly focuses on financial responsibility and long-term success.

**Weaknesses:**

The applicant's proposal lacks a comprehensive budget that addresses how enrollment will impact the program's sustainability. Critical information, such as the percentage of the budget expected to come from fundraising and grants to supplement per pupil revenue and cover ongoing facilities costs, is missing. The absence of a secured building and the exclusion of any associated purchasing or leasing costs raise concerns about the feasibility and practicality of their plans. Without a clear financial strategy and a designated facility, assessing the project's viability and long-term success becomes challenging. As a result, the application may require further development to provide a more robust and realistic financial outlook.

Reader's Score: 15

### 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: 7

#### 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's well-developed response demonstrates a strong understanding of the project's components. They provide multiple examples of research-based activities and elements, mainly addressing achievement gaps. Including data showcasing the disparities between African American students and other groups (e115) adds credibility to the proposal. Moreover, the applicant's plan incorporates a presentation that utilizes achievement data to justify the project's necessity (113). The applicant's approach appears thorough and data-driven, promising a comprehensive and well-supported project.

#### Weaknesses:

The project contains research-based components; however, there is no clarity regarding whether the entire project is based on a specific model or research framework. Although individual pieces of the project may have their respective models, the proposal lacks a rationale for integrating these separate components into a cohesive whole. The absence of an overarching framework raises questions about the project's coherence and how well the elements fit together.

Reader's Score: 4

##### 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 demonstrates a strong and well-developed response to the given criterion, focusing on closing the opportunity and achievement gaps in their logic model (e139). The goals and objectives presented in the model are measurable and interconnected (e225), addressing both grade-level improvements and individual student growth in math and reading (e225). The applicant includes goals catering to students, teachers, parents, and the overall project (e227). Furthermore, the goals and objectives and their target outcomes are set ambitiously yet realistically achievable (e228).

#### Weaknesses:

The emphasis on serving African American students is strong. Still, the applicant lacks specific goals or objectives for this subgroup, and baseline data does not separate scores of African American students. Additionally, no goals address staff diversity, particularly in hiring teachers of color. Some measurements, like professional development

**Sub**

subject mastery and school culture improvement, do not fully showcase goal success. To strengthen the evidence, quantitative data and common proxies for achievement (e.g., attendance, referrals, suspensions) should be used, especially when analyzed by subgroup, even with a small number of students.

**Reader's Score: 3**

**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: 21**

**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:**

Wisconsin has been ranked as the worst state in the country for the well-being of black students (e58). However, the school district has acknowledged this problem and developed specific target outcomes to address and reduce the gap (e58). The application submitted by the district contains abundant data that highlights the seriousness of the achievement gaps between black students and other student groups (e105).

**Weaknesses:**

There is insufficient evidence provided that fully demonstrates the problem to be solved. There are no data on subgroups beyond African Americans. There are no examples of needs such as special education achievement or English Language Learning deficits to warrant the interventions.

**Reader's Score: 12**

**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 project aims to establish 225 seats with a focus on African American culture and learning styles (e36). According to the applicant, the district has 16.9% of its students receiving special education services, 10% are English Language Learners, and 37% are economically disadvantaged (e58).

**Weaknesses:**

The application lacks specific goals targeting subgroups like English Language Learners (ELL) and students with special education needs, which would demonstrate efforts to reduce outcome disparities through the proposed program. While the application claims to support all BIPOC students, it only includes interventions for African American students, potentially leaving out other marginalized groups.



Sub

Reader's Score: 9

## 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 proposed school presents a community-centered approach and addresses the needs of Black students in the area. The strong support from the community, particularly the 95% approval of Black families, highlights the demand for a school that caters to the cultural and academic needs of Black students.

The involvement of community leaders and organizations, such as the Delta Sigma Theta Sorority, demonstrates the support and commitment of various stakeholders to the success of the school. The use of community asset assessments for school planning ensures that the school responds to the strengths and resources of the community.

The "village" concept emphasizes community involvement and input, which is crucial for developing a successful school that addresses the needs and strengths of its students and the community. The use of surveys, focus groups, and community meetings by the Village Planning Committee (VPC) indicates the commitment to transparent and inclusive processes that involve the community in planning and decision-making.

The school's curriculum, based on cultural learning styles and promoting racially-conscious social-emotional academic development, is unique and responds to the cultural and academic needs of Black students. The African-centered lens widens the scope of the curriculum and creates a culturally-responsive learning environment.

#### Weaknesses:

A weakness in the plan is that no description is provided that describes the meaningful contributions of educators, potentially leaving a gap in understanding how their expertise and experiences will be utilized to enhance the school's success.

Reader's Score: 4

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**Status:** Submitted  
**Last Updated:** 08/03/2023 09:18 AM

Status: Submitted

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## Technical Review Coversheet

Applicant: African Heritage, Inc. (S282B230008)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of the Management Plan</b>		
1. Management Plan	40	39
<b>Sub Total</b>	40	39
<b>Continuation</b>		
<b>Quality of the Continuation Plan</b>		
1. Continuation Plan	20	20
<b>Sub Total</b>	20	20
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Quality of Project Design	10	10
<b>Need for Project</b>		
1. Need for Project	30	13
<b>Sub Total</b>	40	23
<b>Priority Questions</b>		
<b>CPP</b>		
<b>Competitive Preference Priority</b>		
1. CPP	5	5
<b>Sub Total</b>	5	5
<b>Total</b>	105	87

# Technical Review Form

Panel #2 - CSP Developers New Panel - 2: 84.282B

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

Applicant: African Heritage, Inc. (S282B230008)

## 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: 39

#### 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 provided a management plan with time and within budget, clearly defined responsibilities, timelines and milestones for accomplishing project tasks. For instance, the applicant included a chart starting on page e38 listing the category, responsible party, activity to be completed and the timeline of implementation. The plan will be used to track progress to make sure the applicant stays on track to achieve goals, and monitor milestones. Additionally, the allocation of resources and responsibilities will be determined by the plan and timelines. Some of the activities listed on the chart were designing and developing school facilities, implementing a marking plan, and developing and scheduling professional development for all staff involved in the charter.

#### Weaknesses:

No weaknesses identified.

Reader's Score: 10

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 provided a complete narrative with costs that are reasonable in relation to the objectives, design and potential significance of the proposed project. For instance, starting on page e44, the applicant listed the various components of the budget and its alignment with the objectives, design and significance of the project. Included within the narrative was the personnel cost for recruitment and retention, travel expenses to visit exemplary schools that are similar to the mission of the school. Funding allocation was also provided for legal, marketing, curriculum development and community engagement services. The applicant also included funds for technology, furniture and textbooks.

**Weaknesses:**

No weaknesses identified.

**Reader's Score: 5**

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 provided a narrative that included the time commitments of the project director and other key project personnel. The information provided was appropriate and adequate to meet the objective. For instance, starting on page e44, the time commitment of the project director was listed as 50%. The project director will be responsible to track expenditures. The program manager's commitment was listed as 75% with the responsibility to ensure effective project coordination and implementation. The community partnership director has a commitment of 40% with the responsibility to foster collaborative relationships and engagement with the community.

**Weaknesses:**

The applicant did not list the time commitment for the principal investigator.

**Reader's Score: 4**

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:**

Starting on page e31, the applicant provided qualifications, including relevant training and experience of key project personnel. The applicant provided details to key members of the board chair, the co-founder, the financial officer, board members and president. Each person listed had qualifications for their particular role in the project. For instance, one of the co-founders has STEM academic background and experience in real estate while another has 25 years of experience in teacher education. The financial officer has expertise in financial literacy and non-profit strategic leadership. Several other key members have qualifications and experience in STEM and technology, fundraising and finance.

**Weaknesses:**

No weaknesses identified.

**Reader's Score: 5**

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 provided proof in their plan that they would maintain control over all CSP grant funds. For instance, starting on page e40, the applicant stated that they would incorporate mechanisms such as regular monitoring of expenditures, budget reviews and implementation of a strict financial policy and procedures to maintain control of grant funds. The applicant also stated that the budget is reviewed and adjusted to reflect the changes in the project

**Sub**

s needs. The applicant also states that they would adhere to all of the federal, state and local regulations under financial management and reporting. There will be a Finance Committee with members having experience in financial management. The role of the committee is to oversee the financial operations of the school, budget reports, expenditures and provide guidance on financial decisions.

**Weaknesses:**

No weaknesses identified.

**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 provided a detailed narrative on how they will make all programmatic decisions. For instance, starting on page e50, the applicant stated that they would establish a governance board composed of parents, community members and representatives from the African Heritage, Inc. The board will govern the school and have the necessary rights and authority to carry out the terms of the agreement. Some of the items under the board include overseeing the mission, setting the educational philosophy, establishing the curriculum and establishing school guidelines and policies. The school budget public relations strategies and compliance also fall under the board's responsibilities.

**Weaknesses:**

No weaknesses identified.

**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 provided a narrative demonstrating that they would administer or supervise the administration of the grant including maintaining management and oversight responsibilities over the grant. For example, starting on page e50, the applicant stated that they had internal systems for grant management and that they were poised and equipped to efficiently oversee, administer and manage substantial grants. They have secured other grants and funding from other organizations. They have an accounting software that provides accurate tracking and management of funds. The system they use give them a separation and utilization of grant funds.

**Weaknesses:**

No weaknesses identified.

**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 provided a narrative that demonstrated how the 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 are no longer available. For example, starting on page e52, the applicant stated that the financial sustainability is a priority for the project. They are anticipating increased government revenue through student enrollment growth. They will also be monitored by the Appleton Area School District to ensure compliance with the charter contract. The applicant stated they would outreach to low-income families and be able to obtain high demand and waitlist numbers.

**Weaknesses:**

No weaknesses identified.

**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 provided a complete rationale for the proposed project. For example, starting on page e52, the applicant stated that the project would address the educational inequities and disparities in the state of Wisconsin. This will be accomplished by addressing disparities in student achievement, cultural understanding and overall school environment. The educational system ranks the worst in racial equality in the US.

**Weaknesses:**

No weaknesses identified.

**Reader's Score: 5**

Sub

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 provided goals, objectives and outcomes that are clearly specified and measurable. For instance, starting on page e21, the applicant listed several objectives and performance measures for the project. There were objectives to increase the performance of students in the area of reading and math on district assessments, goals to increase knowledge and understanding of African American/Black cultures, histories and languages, and goals to have an increase in achievement in the subjects of Science, Technology, Engineering, Entrepreneurship, Arts and Mathematics. Goals were also provided for teachers to increase their knowledge and skills in the African-centered curriculum and pedagogy, for staff retention and for building a positive and supportive work environment.

**Weaknesses:**

No weaknesses identified.

**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: 13**

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 provided a brief narrative providing the magnitude or severity of the problem to be addressed by the proposed project. For instance, the applicant stated on page e58 that the percentage of students classified as special education is at 16.9%, students who are economically disadvantaged are at 38.7% and English language learners are at 10%.

**Weaknesses:**

The applicant did not completely provide data points to show the severity of the problem to be addressed. Additionally, there was not a comparison data to make the determination if the percentages provided were significant enough to warrant the project. There was no data provided on student achievement.

**Reader's Score: 10**



Sub

**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 provided a minimal statement depicting the need for the services to be provided. The applicant stated that the need in the community was mainly due to the economically disadvantage status of students

**Weaknesses:**

The applicant did not provide data to support the economically disadvantage status of the students

**Reader's Score: 3**

**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. The applicant provided documentation that they had meaningful and ongoing engagement with current or former teachers and educators as well as usage of a community-centered approach. For example, starting on page e13, the applicant stated that the founder of the charter school was an educator in a college with expertise in multicultural education, culturally relevant, responsive and sustaining pedagogies, service-learning and community engagement. The founder has over twenty-five years of experience within the surrounding school district, students and families. The applicant provided letters of support from educators and community members in the area. Support has been obtained from the superintendent of the area school, the charter school liaison and the presidents and CEO of local organizations. The applicant has also incorporated a variety of committees and surveys to poll the community and have their involvement. For instance, the applicant stated that they would establish a Village Planning Committee to oversee the planning process. That committee will work alongside a Community Assessment Team that would provide surveys, focus groups and community meetings to identify the strengths, resources and connections within the community. There will be a community asset assessment to develop a plan for utilization.
- b. The applicant provided a high-quality plan with the requirements of priority, timeline for key milestones that span the course of planning, development and implementation of the charter school. For example, starting on page e38, the applicant provided a chart with category, responsible party and activities to be completed.

**Weaknesses:**

No weaknesses identified

**Reader's Score:** 5

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**Status:** Submitted

**Last Updated:** 08/02/2023 10:17 PM

Status: Submitted

Last Updated: 08/02/2023 09:19 PM

## Technical Review Coversheet

Applicant: African Heritage, Inc. (S282B230008)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of the Management Plan</b>		
1. Management Plan	40	32
<b>Sub Total</b>	40	32
<b>Continuation</b>		
<b>Quality of the Continuation Plan</b>		
1. Continuation Plan	20	18
<b>Sub Total</b>	20	18
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Quality of Project Design	10	8
<b>Need for Project</b>		
1. Need for Project	30	22
<b>Sub Total</b>	40	30
<b>Priority Questions</b>		
<b>CPP</b>		
<b>Competitive Preference Priority</b>		
1. CPP	5	4
<b>Sub Total</b>	5	4
<b>Total</b>	105	84

# Technical Review Form

Panel #2 - CSP Developers New Panel - 2: 84.282B

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

Applicant: African Heritage, Inc. (S282B230008)

## 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: 32

#### 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 narrative outlines clear and measurable goals for student achievement, teacher development, school climate, financial stability, and technological resources. This level of specificity allows for better planning and evaluation. The incorporation of a logic model demonstrates a thoughtful and organized approach to project planning, aligning efforts with objectives and guiding the school's initiatives effectively. Additionally, the narrative includes the performance measures for each objective and details each measure thoroughly, which indicates a commitment to monitoring and evaluating progress.

#### Weaknesses:

The narrative demonstrates a good foundation with its clear project objectives, performance measures, and logic model. However, to enhance the adequacy of the management plan, it would be beneficial to include more specific details on responsibilities, timelines, and milestones for accomplishing project tasks. Additionally, the narrative should incorporate a contingency plan to address unforeseen challenges effectively. These improvements would provide a more robust and reliable management plan to ensure the successful implementation of the project 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 narrative specifies clear, quantifiable project goals, such as raising students' math and reading/language arts test scores, improving teachers' expertise in African-centered curricula, building a supportive learning environment, and maintaining financial stability. These goals are well-articulated and give the project's execution and evaluation a clear direction. Including financial stability measures, such as ■■■ minimum reserves by Year 3, yearly audits, and

**Sub**

90% enrollment and student retention targets, shows a responsible attitude to resource management. This focus on financial stability is essential for the proposed charter school's long-term viability and influence.

**Weaknesses:**

The narrative would benefit from providing a cost-benefit analysis, decision-makers can determine if the resources committed to the project are justified in light of the anticipated effects and outcomes. This would further strengthen the case for the project and highlight how costs are reasonable in relation to the objectives, design, and potential significance.

**Reader's Score: 4**

- 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 narrative exhibits several strengths that underscore the potential success of the ABLE Charter School project. Firstly, the founders' unwavering commitment to promoting African-centered education and cultural enrichment stands out as a clear strength. Their dedication to creating a transformative learning environment centered around African heritage and pedagogy reflects a strong focus on the school's mission and values. Additionally, the establishment of the ABLE Governance Board, consisting of members from African Heritage, Inc. and the wider community, is a significant advantage. This diverse expertise ensures a comprehensive approach to decision-making, fostering shared ownership and inclusivity in the project's direction. Moreover, the strategic enrollment plan, gradually increasing student enrollment, demonstrates thoughtful and sustainable growth to create a vibrant and inclusive learning community. These strengths collectively form a solid foundation for ABLE Charter School, setting the stage for its potential impact in the educational landscape.

**Weaknesses:**

While the commitment and dedication of the founders and board members are highlighted, there is no clear citation or data indicating how much time they will be devoting to the project or if their current responsibilities may hinder their ability to adequately meet the objectives of the proposed project. The narrative lacks a clear timeline or plan for the implementation of the project, making it challenging to assess whether the time commitments of the key personnel align with the project's goals. Further clarification and specific information regarding the time commitments and scheduling of key personnel would strengthen the narrative and provide a more comprehensive evaluation of their ability to meet the project's objectives effectively.

**Reader's Score: 3**

- 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 narrative showcases several notable strengths in the context of the African Heritage organization's charter school project. Each Key Leader's role and background are clearly articulated, highlighting their expertise in areas such as STEM academia, nonprofit governance, financial literacy, African-centered pedagogies, and community engagement. Specific examples of their accomplishments and impact on the community are provided, further bolstering their credibility and commitment to the cause. Secondly, the narrative demonstrates a strong commitment to diversity and inclusion in the Governance Board, which is responsible for overseeing the school's mission and strategic plan. By including parents, community members, and representatives from African Heritage, Inc., the narrative ensures a broad range of perspectives and expertise, fostering an inclusive decision-making process. Thirdly, the dedication to community engagement in the hiring process for the principal stands out as a significant strength. Involving community members in the selection of the school's leader ensures that the principal aligns with

**Sub**

the community's values, aspirations, and expectations, promoting a sense of ownership and investment in the school's success.

**Weaknesses:**

There are no major weaknesses noted.

**Reader's Score: 5**

**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 comprehensive Project Plan and Timeline is a standout feature, demonstrating meticulous planning and organization. This plan aligns every task with the overall project framework, ensuring a well-coordinated approach from leadership and community engagement to curriculum development and facility acquisition. With such a clear overview of responsibilities and timelines, the project can be effectively tracked and milestones monitored, facilitating progress towards the set goals. The commitment to community engagement is another strength, highlighting the importance of involving stakeholders in decision-making. This inclusive approach fosters a sense of ownership and ensures that the school's vision resonates with the aspirations and needs of the community. Furthermore, the emphasis on technology integration is commendable, addressing the digital divide and equipping students with crucial digital citizenship skills for the modern world. Additionally, the strong financial control mechanisms instill confidence in responsible fund management, with a dedicated Finance Committee overseeing budget operations and regular monitoring of expenditures. These measures reinforce financial accountability and transparency, a vital aspect for funders and authorizers.

**Weaknesses:**

The narrative for the ABLE Charter School project exhibits one notable concern which is the lack of specific details in certain areas of the proposal. For instance, while the project outlines a comprehensive Project Plan and Timeline, some sections lack depth, leaving room for ambiguity in task execution and responsibility assignment. Without clear and detailed information, there is a risk of miscommunication and confusion among team members and stakeholders.

**Reader's Score: 4**

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

**Strengths:**

The narrative showcases several strengths that contribute to the comprehensive plan for the successful implementation of ABLE Charter School. First and foremost, the team members demonstrate relevant expertise and experience to ensure effective operations and compliance. The Compliance Leader, is responsible for monitoring and reporting processes and maintaining transparent oversight. She diligently tracks reimbursements and ensures compliance with federal, state, and district regulations. The External Affairs Leader, plays a crucial role in cultivating stakeholder community partnerships with corporate, county, city, and state entities. Another strength lies in the robust financial management plan. The school plans to secure a line of credit to manage cash flow during the initial year and embark on aggressive fundraising campaigns, leveraging various channels to supplement grant funds. Engaging an auditing firm for annual financial audits ensures fiscal compliance, and having a treasurer and financial officer in place ensures checks and balances. The school's affiliation with African Heritage, Inc. also provides significant expertise in managing grant funds, as demonstrated by their track record of securing grants from various esteemed entities. Lastly, the story emphasizes a well-designed governance mechanism that gives the ABLE Governance Board the authority to decide on programs and manage the school's operations. The board has the power to design educational philosophy, develop curriculum, decide on personnel within the framework of the

**Sub**

district's current employee monitoring and evaluation system, as well as to determine the mission and strategic plan. This extensive governance framework guarantees that ABLE Charter School has the privileges and power required to successfully carry out its goal.

**Weaknesses:**

While the plan mentions engagement with a grant writer to seek additional funding, there is limited information on the strategies and timeline for securing these grants ("The school plans to contract with a grant writer to seek funding from foundation and government grants"). A more detailed approach to grant-seeking and a timeline for when these funds are expected to be secured would enhance the credibility of the budgetary plan. The narrative also lacks a concrete evaluation strategy to measure the effectiveness and impact of the ABLE Charter School's educational programs and initiatives. While the plan discusses the implementation of a logic model and timeline, there is no mention of specific evaluation metrics or indicators to track progress and success. Additionally, incorporating a continuous professional development program would foster a culture of learning and growth, ultimately benefiting the students and the school as a whole.

**Reader's Score:** 4

**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 strengths in the applicant's plan to administer and supervise the grant lie in the presence of a well-qualified team with relevant expertise, a solid financial foundation with established controls, a successful track record of managing grants, and a clear governance structure for decision-making and accountability. These factors indicate that the applicant has taken crucial steps to ensure effective management and oversight of the grant.

**Weaknesses:**

The weaknesses in the applicant's plan to administer and supervise the grant lie in the lack of a detailed implementation plan, limited information on funding sources, vague programmatic decision-making procedures, and insufficient mention of risk mitigation strategies. For example, "The ABLE Governance Board's responsibilities include determining and overseeing the mission and strategic plan of ABLE". Without clear procedures and guidelines for decision-making, there may be challenges in maintaining management responsibilities and ensuring compliance with the grant's objectives.

**Reader's Score:** 4

**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 narrative provides a comprehensive plan for the continuation of ABLE Charter School's initiatives once the grant funds are depleted. It covers key aspects of sustainability and ongoing success, addressing financial sustainability, government revenue projections, oversight mechanisms, community outreach, and stakeholder satisfaction. The proposal continues by emphasizing financial sustainability by accounting for both start-up costs and long-term operational expenses. It demonstrates a thoughtful approach to financial planning and management to ensure the school's continued

operation. The involvement of AASD in providing oversight and monitoring contributes to the school's sustainability and compliance with the charter contract and state laws is also a strength within the text. This collaboration enhances the proposal's credibility. Finally, ABLE Charter School's targeted outreach strategies, such as leveraging social media platforms, participating in community events, collaborating with local organizations, and conducting surveys, demonstrate a proactive approach to gauging community interest and meeting demand. The emphasis on outreach to low-income families further adds to the proposal's strength.

**Weaknesses:**

To further improve the proposal, the inclusion of specific metrics for stakeholder satisfaction and more detailed oversight mechanisms would enhance its overall quality and strengthen its long-term viability. One area that would strengthen the narrative would be to mention the plan of financial sustainability outside of student enrollment and taking into account other factors that may arise.

**Reader's Score: 18**

**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: 8**

**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 narrative demonstrates a clear and compelling rationale for ABLE Charter School's project design, addressing urgent educational inequities and disparities faced by Black/African American students in Wisconsin. The proposal presents well-specified and measurable objectives, including enhancing student achievement in Mathematics and Reading/English Language Arts, promoting cultural understanding, fostering a positive school climate, and ensuring financial stability. Additionally, ABLE Charter School's focus on integrating African American/Black cultures, histories, and languages into the curriculum enhances the proposal, fostering a more inclusive and culturally responsive learning environment for students. The use of clear performance measures allows for effective monitoring of progress and accountability.

**Weaknesses:**

Connecting the project design to ABLE Charter School's long-term goals beyond the grant period would further improve the proposal's overall quality and demonstrate preparedness for future success beyond the grant funding period.

**Reader's Score: 4**

**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))**



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**Strengths:**

The narrative presents a clear rationale for the project, emphasizing the urgency of addressing educational inequities faced by Black/African American students. Its well-specified and measurable goals, objectives, and outcomes align with the requirements of the CSP Grant. Specific and measurable targets are outlined, focusing on enhancing student achievement in Mathematics and Reading/English Language Arts, promoting cultural understanding, and fostering a positive school climate. The narrative underscores the importance of student engagement and a supportive school environment for academic success. Additionally, the proposal includes authentic assessments to measure cultural understanding and appreciation, enhancing its impact. Recognizing the significance of community engagement, the proposal aims to create an inclusive learning environment through collaborative decision-making processes.

**Weaknesses:**

The narrative could enhance its presentation by further establishing the connection between the project design and ABLE Charter School's long-term goals beyond the grant period. Additionally, providing more specific details on community engagement strategies would demonstrate a proactive approach to involving stakeholders in decision-making processes similar to how it clearly stated ABLE Charter Schools objective along with the reflection given on the commitment towards student excellence and academic success.

**Reader's Score: 4**

**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: 22**

**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 establishes the magnitude of the problem by citing data from WalletHub's study, which ranked Wisconsin as the worst in the nation as stated, "The current state of Wisconsin's education system reveals systemic inequities in traditional public schools and significant challenges in achieving racial equality and addressing the well-being of Black children. According to a comprehensive study by WalletHub, Wisconsin ranked the worst in the nation for racial equality in education, highlighting the urgent need for innovative solutions to support Black students (WalletHub, 2020)" for racial equality in education, and presents a comprehensive overview of the challenges faced by Black children in the educational system, emphasizing the urgent need for innovative solutions and the importance of ABLE Charter School in addressing racial and economic inequities and providing targeted support.

**Weaknesses:**

The proposal would benefit from elaborating the connection between the project design and ABLE Charter School's long-term goals beyond the grant period. Additionally, providing specific details on community engagement strategies could enhance the proposal's overall impact. While the proposal identifies disparities between different

**Sub**

racial groups, it does not provide a comparative analysis of the root causes and impacts of these disparities on the overall educational landscape in Wisconsin. The narrative should provide data points to address the issues faced by students. There was no data pertaining to student achievement either.

**Reader's Score: 12**

**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 detailed data presented regarding the challenges faced by Black children in Wisconsin underscores the urgency for innovative solutions to address educational disparities. The proposal effectively establishes the need for ABLE Charter School by showcasing significant inequities in educational experiences and outcomes for various student populations, particularly Black/African American students in the region.

**Weaknesses:**

The proposal's weaknesses include a lack of specific details on the innovative solutions or strategies that ABLE Charter School will employ to address the identified challenges. Additionally, while the proposal emphasizes the urgency of the problem, it could benefit from more data to further support the magnitude of the need for the services to be provided by the proposed project. Moreover, the narrative could be strengthened by providing more in-depth information about the potential impacts of the project on student achievement and overall educational experiences and the positive long-term outcomes.

**Reader's Score: 10**

**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 proposal highlighting the competitive preference priority demonstrates a strong alignment with the stated priority by proposing the establishment of the ABLE Charter School with meaningful engagement with educators and a community-centered approach. It specifically addresses the critical educational challenge of closing the achievement gaps between

Black/African American and White students in Appleton. Expertise and Community Engagement: Dr. Bola Delano-Oriaran's extensive expertise in multicultural education and community engagement, along with 25-plus years of experience working with the Appleton Area School District and Black students and families, adds credibility and depth to the proposal. The proposal emphasizes a community-centered approach to education, focusing on integrating community assets to create a holistic educational experience for students and families. The involvement of a dedicated Village Planning Committee and Community Assessment Team showcases a comprehensive effort to actively engage community members. The narrative also includes testimonials from various stakeholders, including the AASD Superintendent, Charter School Liaison, community leaders, and organizations, all expressing resounding support for the ABLE Charter School. This robust community backing further enhances the proposal's competitiveness.

**Weaknesses:**

Including specific details on the milestones and their corresponding timelines would further enhance the proposal's strength and feasibility. To further improve, it should include specific milestones, concrete data on educational gaps, and a detailed budget plan.

**Reader's Score:** 4

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