

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

Status: Submitted

Last Updated: 08/29/2013 05:21 PM

## Technical Review Coversheet

Applicant: Good Will-Home Association (U282B130016)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Quality of Curriculum	15	15
2. Disadvantaged Students	3	3
3. Strategy for Achievement	15	15
4. Community Support	8	8
<b>Quality of Project Personnel</b>		
1. Quality of Personnel	22	22
<b>Quality of the Management Plan</b>		
1. Management Plan	18	16
<b>Quality of Project Design</b>		
1. Performance Contract	16	16
2. Flexibility	3	3
<b>Priority Questions</b>		
<b>Competitive Priority</b>		
<b>Competitive Priority 1</b>		
1. Rural/SPED/ELL	4	4
<b>Competitive Priority</b>		
<b>Competitive Priority 2</b>		
1. Promoting Diversity	2	2
<b>Competitive Priority 3</b>		
1. Military Families	3	0
<b>Total</b>	<b>109</b>	<b>104</b>

# Technical Review Form

Panel #4 - Panel - 4: 84.282B

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

Applicant: Good Will-Home Association (U282B130016)

## Questions

### Selection Criteria - Quality of Project Design

#### 1. I. Quality of the proposed curriculum and instructional practices

**Note:** The Secretary encourages the applicant to describe the quality of the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging State student academic achievement standards, the grade levels or ages of students to be served, and the curriculum and instructional practices to be used. If the curriculum and instructional practices have been successfully used in other schools operated or managed by the applicant, the Secretary encourages the applicant to describe the implementation of such practices and the academic results achieved.

#### Strengths:

The school conforms to the Maine State Learning Standards and promotes a culture that is accepting and personal for each student. Student academic skills are assessed as they enter the program. The curriculum is focused on the needs and interests of the students. An active outdoor-oriented education about agriculture, sustainability and forestry is to be implemented. On (p.e108) the applicant indicates that the Co-curricular and Extra Curricular that is offered includes innovative strategies designed to help at-risk students. The applicant indicates that this approach has been found to be "positively" related to greater enrollment and greater college outcomes. (p.e108) The program connects students to mentors and healthy role models through engagement of practical agriculture, environmental and forestry projects. Each of the students takes at least one college course at the nearby Kennebec Valley Community College. The applicant indicates that a Personal Learning Plan (PLP) charts each student's courses and extra-curricular activities. The PLP also serves as a portfolio to document a student's progress towards meeting the graduation requirements by Maine Learning Results and the Common Core Standards.

#### Weaknesses:

None noted.

Reader's Score: 15

#### 2. The extent to which the proposed project will assist educationally disadvantaged students in meeting State academic content standards and State student academic achievement standards.

#### Strengths:

According to the applicant on (p.e115) the PLP includes pre- and post- assessment in core academic areas as well as social and individual goals on a quarterly basis. The project will use Competency-based teaching and learning along with small class sizes. Research is cited on (p.e117) that supports the efficacy of competency-based teaching for disadvantaged students. Students using their PLP meet with their advisors and work together to communicate with their family or parents both formally and informally about their plan and progress. The Maine Academy of Natural Sciences (MeANS) PLP model employs these connections because research as cited on (p.e116) indicates that when such connections are made students are more likely to succeed. The applicant points out that this is important for at-risk students who often have had past experiences of feeling alienated in school. The PLP also allows students to be self-

paced about their work. Dual enrollment is also being employed as an important part of college preparation strategies for at-risk students.

**Weaknesses:**

None noted.

**Reader's Score: 3**

**3. The quality of the strategy for assessing achievement of the charter school's objectives.**

**Strengths:**

The application in (Exhibit E) identifies the required Monitoring Plan that requires Academic proficiency projections, special education compliance, student attendance and enrollment. A grid of contract dimensions is included. The list of dimensions are aligned to the task elements, responsible party, start date and the required completion date. The grid also addresses governance, enrollment, staff recruitment and hiring, finance and students learning and other elements to assess the charter school objectives. The specific measureable objectives are also presented on (p.e131) of the application and defines targets for the end of the three years. A major target is to achieve a graduation rate of 100% with each student having a post-graduation plan to address career goals, work, housing and social networks. (p.e132)

**Weaknesses:**

None noted.

**Reader's Score: 15**

**The extent of community support for the application.**

**The Secretary considers the extent of community support for and parental and community involvement in, the charter school. In determining the extent of community support for, and parental and community involvement in, the charter school, the Secretary considers--**

- (i) The extent of community support for the application (up to 4 points); and**
- (ii) The extent to which the proposed project encourages parental and community involvement in the planning, program design, and implementation of the charter school (up to 4 points).**

**Note: In describing the extent to which the proposed project encourages parental and community involvement in the charter school, the Secretary encourages the applicant to describe how parents and other members of the community will be informed about the charter school and how students will be given an equal opportunity to attend the charter school.**

**General:**

There is evidence of extensive support from members of the community and parents related to the communication and planning for the school. There are a number of community agencies and organizations that will be partnering with the school to achieve its vision. Overall there is evidence of very good community and parent involvement in the project.

**Reader's Score: 8**

**Sub Question**

Sub Question

1. The extent of community support for the application.

The Secretary considers the extent of community support for and parental and community involvement in, the charter school. In determining the extent of community support for, and parental and community involvement in, the charter school, the Secretary considers--

(i) The extent of community support for the application (up to 4 points)

**Note:** In describing the extent to which the proposed project encourages parental and community involvement in the charter school, the Secretary encourages the applicant to describe how parents and other members of the community will be informed about the charter school and how students will be given an equal opportunity to attend the charter school.

**Strengths:**

MeANS has placed a priority on bringing students and the community together on the school's campus. The experimental learning that is done through project-based curriculum requires partnering with non-profits, area businesses and governmental agencies. (p.138) Business leaders will evaluate student internships and local farmers will consult with students about raising food and animals to produce and sale within the community. According to the applicant, significant support and involvement has been garnered to expand collaborations with community agencies and networks such as Maine Cooperative Extension, Maine Agriculture in the Classroom, the local farmers' market and other district educators. (p.40) A number of letters from community agencies were included in support of the grant application.

**Weaknesses:**

None noted.

Reader's Score: 4

2. The extent of community support for the application.

The Secretary considers the extent of community support for and parental and community involvement in, the charter school. In determining the extent of community support for, and parental and community involvement in, the charter school, the Secretary considers--

(ii) The extent to which the proposed project encourages parental and community involvement in the planning, program design, and implementation of the charter school (up to 4 points).

**Note:** In describing the extent to which the proposed project encourages parental and community involvement in the charter school, the Secretary encourages the applicant to describe how parents and other members of the community will be informed about the charter school and how students will be given an equal opportunity to attend the charter school.

**Strengths:**

Parents are actively engaged in the development of the school. According to the applicant, parents were a driving force in developing the vision and framework for the school program. (p.e47) Parents participate in planning extracurricular activities, attends field trips, work on fundraisers and volunteer as mentors. (p.39) There will be three parent teacher conferences held per year. Parents are also asked to join the Restorative Justice Procedures used for disciplinary actions. Parents are provided a survey to gather feedback and accountability that is used to foster ongoing dialogue about the faculty and their children.

**Sub Question**

**Weaknesses:**

None noted.

**Reader's Score: 4**

**Selection Criteria - Quality of Project Personnel**

**1. Quality of project personnel.**

The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers--

- (i) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (up to 2 points); and
- (ii) The qualifications, including relevant training and experience, of key project personnel (up to 20 points).

**Note:** The applicant is encouraged to provide evidence of the key project personnel s skills and experience in the following areas: successfully launching a high-quality charter school; developing an innovative school design; relevant non-profit organization management and leadership; sound board governance; effective curriculum development and implementation; and strong fiscal management.

**General:**

All staff appear to be highly qualified to effectively implement the charter school. Credentials and experiences of key leadership are satisfactory.

**Reader's Score: 22**

**Sub Question**

**1. Quality of project personnel.**

The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers--

- (i) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (up to 2 points); and

**Strengths:**

The state requirement for charter schools is compliance with policy factors under "Equal Employment Opportunity" of the schools agreement on (p.e23-24). Elements of this agreement include nondiscrimination against any employee or applicant because of race, color, religious, creed, sex, national origin, ancestry, age and so on. The agreement also requires the Charter School to comply with all aspects of the Americans with Disabilities Act (ADA) in employment, accessibility and accommodations of employees.

**Weaknesses:**

None noted.

**Reader's Score: 2**

Sub Question

**2. Quality of project personnel.**

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

**(ii) The qualifications, including relevant training and experience, of key project personnel (up to 20 points).**

**Note: The applicant is encouraged to provide evidence of the key project personnel s skills and experience in the following areas: successfully launching a high-quality charter school; developing an innovative school design; relevant non-profit organization management and leadership; sound board governance; effective curriculum development and implementation; and strong fiscal management.**

**Strengths:**

The Board will be responsible for hiring and overseeing the work of the Executive Director who will provide the leadership of the school's operations. (p.30) The Board of Directors of MeANS has an Advisory Committee made up of community members, faculty, and parents that will offer guidance to the school leadership. The Executive Director has extensive experience in leadership roles in education. He is the former Deputy Assistant Director for the Office of Vocational and Adult Education in the U.S. Department of Education. He is recognized for having led new initiatives for improving the life of young people, managed large budgets and hold advanced degrees and certifications related to school administration and vocational education. (p.28) The Vice Principal also has experience and credentials related to hands-on thematic standards-based education. Both individuals have been active members of the Maine central community and will be able to continue to effectively manage MeANS. The six full-time faculty members are certified and the AmeriCorps participants are skilled in agriculture and other curricular areas.

**Weaknesses:**

None noted.

**Reader's Score: 20**

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

**1. Quality of the management plan.**

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

**Strengths:**

The applicant provides an implementation plan on (p.e144-145). Elements that are identified within the Maine Charter School Commission must be complied with and also include elements and a set of time periods for management of the charter school.

**Weaknesses:**

Using a grid to align objectives, tasks, who is responsible, the projected timeline for accomplishment specific outcomes and specific criteria to determine the quality the accomplishment would have been helpful.

### Selection Criteria - Quality of Project Design

- 1. Existence and quality of a charter or performance contract between the charter schools and its authorized public chartering agency. The existence of a written charter or performance contract between the charter school and its authorized public chartering agency and the extent to which the charter or performance contract describes how student performance will be measured in the charter school pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school. Note: The applicant is encouraged to submit a copy of its approved charter or performance contract. If the applicant has had an application for a charter denied, the applicant should describe the circumstances surrounding such denial and how it plans to revise the charter applicant before resubmitting it to the authorized public chartering agency.**

**Strengths:**

The Goodwill Contract for its Charter is attached to the grant (p.e50-56). The dimensions of the contract include governance, enrollment, staff recruitment and hiring, facilities and safety, finance, technology, curriculum and instruction, and student achievement. The Charter is between the Maine Academy of Natural Sciences (MeANS) through its board of directors and the Maine Charter Commission. The charter agreement was approved on July 20, 2012. The monitoring plan includes assessment of academic proficiency and readiness for post-secondary enrollment. (p.e56) Evaluation of the school's performance is to be based on applicable laws and achievement on the agreed upon Performance Indicators. (p. e23) The school must include a plan for improving or maintaining student academic growth based on data beginning with year one of the charter school operation. MeANS assessment must include both formative and summative information, compliance must be evident for special education services and student enrollment data must be confirmed as required by state law. The school is to implement a random admissions policy and students must be admitted without discrimination and without regard to race, ethnicity, national origin, religion, proficiency in English language and so on. (p.e21)

**Weaknesses:**

None noted.

- 2. The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school.**

**Note: The Secretary encourages the applicant to describe the flexibility afforded under its State's charter school law in terms of establishing an administrative relationship between the charter school and the authorized public chartering agency, and whether charter schools are exempt from significant State or local rules that inhibit the flexible operation and management of public schools.**

**The Secretary also encourages the applicant to include a description of the degree of autonomy the charter school will have over such matters as the charter school's budget, expenditures, daily operations, and personnel in accordance with its State's charter school law.**

**Strengths:**

The Charter School is allowed to implement whatever curriculum it selects and may amend the program at its discretion without approval of the Commission. (p.e27) The Charter School may employ non-certificated teachers and may enter in contracts or agreements with a school administrative unit that is serving students at risk of dropping-out of school. (P.e25-26)

**Weaknesses:**

None noted.

**Reader's Score: 3**

**Priority Questions**

**Competitive Priority - Competitive Priority 1**

**1. Competitive Preference Priority 1--Improving Achievement and High School Graduation Rates [Rural Students, Students with Disabilities, and English Learners]**

This priority is for projects that are designed to address one or more of the following priority areas:

(a) Accelerating learning and helping to improve high school graduation rates (as defined in this notice) and college enrollment rates for students in rural local educational agencies (as defined in the notice).

(b) Accelerating learning and helping to improve high school graduation rates (as defined in the notice) and college enrollment rates for students with disabilities.

(c) Accelerating learning and helping to improve high school graduation rates (as defined in the notice) and college enrollment rates for English Learners.

**Note:** This competitive preference priority encourages the applicant to provide a thoughtful, in-depth response to the priority area(s) to which it is well-suited to respond. Applicants will receive up to four points for how well they address priority areas (a) through (c). Applicants may choose to respond to one, two, or three of the priority areas but, in order to receive the maximum available points, it is not necessary for applicants to respond to more than one priority area.

**Strengths:**

The Good Will Hinckley's Maine Academy of Natural Sciences (MeANS) serves students throughout the state. The school uses various best practice models with the goal to accelerate learning and improve high school graduation and college enrollment rates for at-risk students. (p.e102) Maine is considered a predominantly rural state with large pockets of poverty. According to the applicant, almost all of the counties in Maine have high percentages of individuals living below the poverty levels. The poverty levels are supported in Table 1 which includes economic indicators from the 2010 Census comparing the percentage of Maine individuals that fall below the national poverty rate. Table 2 was presented to show that 68.82 % of students in Maine are eligible for free and reduced lunch. According to the applicant on (p.e108), the curriculum is designed to help at-risk learners to complete high school.

**Weaknesses:**

None noted.

**Reader's Score: 4**

**Competitive Priority - Competitive Priority 2**

**1. Competitive Preference Priority 2--Promoting Diversity.**

**Projects that are designed to promote student diversity, including racial and ethnic diversity, or avoid racial isolation.**

**Note:** An applicant addressing Competitive Preference Priority 2--Promoting Diversity is invited to

discuss how the proposed design of its project would help bring together students from different backgrounds, including students from different racial and ethnic backgrounds, to attain the benefits that flow from a diverse student body, or to avoid racial isolation.

**Note:** For information on permissible ways to address this priority, please refer to the joint guidance issued by the Department of Education and the Department of Justice entitled, **Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools** at <http://www2.ed.gov/about/offices/list/ocr/docs/guidance-ese-201111.pdf>.

**Strengths:**

According to the applicant about 11% of the 46 students have disabilities and are served through an inclusion model. These students benefit from the low teacher-student ratio and have access to alternative ways to demonstrate that they have met expected standards. The applicant indicates that the school conforms to state and federal regulations relating to students with disabilities. Students with disabilities receive services as stipulated in their Individual Education Plans (IEPs). In addition, the Glenn Stratton Learning Center is located on the same campus, and individualized and small group therapeutic support is provided to students with disabilities. Staff from the center also provides help to The Maine Academy of Natural Sciences (MeANS) faculty with assessment and instruction of students with disabilities. (p.e111)

**Weaknesses:**

None noted.

**Reader's Score: 2**

**Competitive Priority - Competitive Priority 3**

**1. Competitive Preference Priority 3--Support for Military Families.**

This priority is for projects that are designed to address the needs of military-connected students (as defined in this notice).

**Note:** For purposes of this program, projects meeting this priority must target military-connected students who are current or prospective public charter school students. The applicant's recruitment and admissions policy must comply with its State charter school law and CSP program requirements (for information on admissions and the lottery under the CSP, see **Charter Schools Program Nonregulatory Guidance** at <http://www2.ed.gov/programs/charter/nonregulatory-guidance.html>).

**Strengths:**

None noted.

**Weaknesses:**

No reference was made to serving students of military families.

**Reader's Score: 0**

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**Last Updated:** 08/29/2013 05:21 PM



Status: Submitted

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## Technical Review Coversheet

Applicant: Good Will-Home Association (U282B130016)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Quality of Curriculum	15	15
2. Disadvantaged Students	3	3
3. Strategy for Achievement	15	15
4. Community Support	8	8
<b>Quality of Project Personnel</b>		
1. Quality of Personnel	22	21
<b>Quality of the Management Plan</b>		
1. Management Plan	18	18
<b>Quality of Project Design</b>		
1. Performance Contract	16	16
2. Flexibility	3	3
<b>Priority Questions</b>		
<b>Competitive Priority</b>		
<b>Competitive Priority 1</b>		
1. Rural/SPED/ELL	4	4
<b>Competitive Priority</b>		
<b>Competitive Priority 2</b>		
1. Promoting Diversity	2	2
<b>Competitive Priority 3</b>		
1. Military Families	3	3
<b>Total</b>	<b>109</b>	<b>108</b>

# Technical Review Form

Panel #4 - Panel - 4: 84.282B

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

Applicant: Good Will-Home Association (U282B130016)

## Questions

### Selection Criteria - Quality of Project Design

#### 1. I. Quality of the proposed curriculum and instructional practices

**Note:** The Secretary encourages the applicant to describe the quality of the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging State student academic achievement standards, the grade levels or ages of students to be served, and the curriculum and instructional practices to be used. If the curriculum and instructional practices have been successfully used in other schools operated or managed by the applicant, the Secretary encourages the applicant to describe the implementation of such practices and the academic results achieved.

#### Strengths:

The application provided curriculum overview and supplemental curriculum serving high school students Gr. 9 -12. The program design will meet the needs of all students through highly qualified teachers, integrative learning model, small classes, a Personal Learning Plan, remediation and differentiated instruction, etc. Each piece of the program is interconnected supporting each other and necessary for the success of students.

The teaching and learning model of expeditionary, project-based learning is research based and proven as one of the best practices for high school students. The application also provided the descriptions and planning to implement the curriculum and instructional methodology.

#### Weaknesses:

No weakness is noted.

Reader's Score: 15

#### 2. The extent to which the proposed project will assist educationally disadvantaged students in meeting State academic content standards and State student academic achievement standards.

#### Strengths:

The application provided detailed descriptions based on the research data and analysis that the proposed project will assist the disadvantaged students through curriculum design, an innovation teaching and learning model, a supportive environment and strategies of tracking progress. The description is presented in the academic program section and priority sections.

The application also provided its plans to meet the needs of special education student population. (p.e110)

#### Weaknesses:

No weakness is noted.

**Reader's Score:** 3

**3. The quality of the strategy for assessing achievement of the charter school's objectives.**

**Strengths:**

The application provided a detailed description of metrics and methods to monitor the progress of the school's achievement. The targets include attendance rate, parent and student satisfaction rate, and retention rate. The school will utilize multiple assessments such as SAT, MEA, NWEA, and Accuplacer to yield reliable and valid data to monitor student academic progress. The assessment system is comprehensive.

**Weaknesses:**

No weakness is noted.

**Reader's Score:** 15

**4. The extent of community support for the application.**

**The Secretary considers the extent of community support for and parental and community involvement in, the charter school. In determining the extent of community support for, and parental and community involvement in, the charter school, the Secretary considers--**

- (i) The extent of community support for the application (up to 4 points); and**
- (ii) The extent to which the proposed project encourages parental and community involvement in the planning, program design, and implementation of the charter school (up to 4 points).**

**Note: In describing the extent to which the proposed project encourages parental and community involvement in the charter school, the Secretary encourages the applicant to describe how parents and other members of the community will be informed about the charter school and how students will be given an equal opportunity to attend the charter school.**

**General:**

It is evident that the proposed project is supported by the community in the supporting letters provided with the application.

The school encourages parent involvement in planning and implementing the program through an in-depth orientation, participation in extracurricular activities, and reporting four times a year on progress.

The school will adopt a lottery process to ensure all students will be given an equal opportunity to attend the charter school.

The application provided strategic plans for how the school will connect with the community by inviting guest speakers and developing intern opportunities. The governance structure solicits participation from experts in various fields in the community.

**Reader's Score:** 8

**Sub Question**

**1. The extent of community support for the application.**

**The Secretary considers the extent of community support for and parental and community involvement in, the charter school. In determining the extent of community support for, and parental and community involvement in, the charter school, the Secretary considers--**

- (i) The extent of community support for the application (up to 4 points)**

## Sub Question

**Note: In describing the extent to which the proposed project encourages parental and community involvement in the charter school, the Secretary encourages the applicant to describe how parents and other members of the community will be informed about the charter school and how students will be given an equal opportunity to attend the charter school.**

### **Strengths:**

It is evident that the proposed project is supported by the community in the supporting letters provided with the application. The application provided strategic plans for how the school will connect with the community by inviting guest speakers and developing intern opportunities. The governance structure solicits participation from experts in various fields in the community.

The school will adopt a lottery process to ensure all students will be given an equal opportunity to attend the charter school.

### **Weaknesses:**

No weakness is noted.

**Reader's Score: 4**

## 2. The extent of community support for the application.

**The Secretary considers the extent of community support for and parental and community involvement in, the charter school. In determining the extent of community support for, and parental and community involvement in, the charter school, the Secretary considers--**

**(ii) The extent to which the proposed project encourages parental and community involvement in the planning, program design, and implementation of the charter school (up to 4 points).**

**Note: In describing the extent to which the proposed project encourages parental and community involvement in the charter school, the Secretary encourages the applicant to describe how parents and other members of the community will be informed about the charter school and how students will be given an equal opportunity to attend the charter school.**

### **Strengths:**

The school encourages parent involvement in planning and implementing the program through an in-depth orientation at the beginning of the school year and is maintained through conversation/updates between teachers and parents to design approaches that best support the academic and social progress of the student. Parents are encouraged to provide feedback and accountability by responding to satisfaction surveys.

The school is partnered with local business to help develop and evaluate student internships. The community partners such as the University of Maine's Cooperative Extension programs, Department of Agriculture and Conservation have advised the school regarding curriculum design, possible career paths, and potential for student job shadowing opportunities. (See page e138-139).

### **Weaknesses:**

No weakness is noted.

**Reader's Score: 4**

## Selection Criteria - Quality of Project Personnel

**1. Quality of project personnel.**

The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers--

- (i) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (up to 2 points); and
- (ii) The qualifications, including relevant training and experience, of key project personnel (up to 20 points).

**Note:** The applicant is encouraged to provide evidence of the key project personnel s skills and experience in the following areas: successfully launching a high-quality charter school; developing an innovative school design; relevant non-profit organization management and leadership; sound board governance; effective curriculum development and implementation; and strong fiscal management.

**General:**

The application states that the school proposes a non-discrimination policy in education and employment. (p. 30) The key project personnel are highly qualified to launch a high-quality charter school and experienced in leading educational agencies. The team consists of experts in school designing, curriculum development, fiscal management, and leadership. The application lacks strategies to encourage applications for employment from underrepresented groups.

**Reader's Score: 21**

**Sub Question**

**1. Quality of project personnel.**

The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers--

- (i) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (up to 2 points); and

**Strengths:**

The application states that the school proposes a non-discrimination policy in education and employment. (p. 30)

**Weaknesses:**

The application lacks strategies to encourage applications for employment from underrepresented groups.

**Reader's Score: 1**

**2. Quality of project personnel.**

The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers--

- (ii) The qualifications, including relevant training and experience, of key project personnel (up to 20 points).

**Note:** The applicant is encouraged to provide evidence of the key project personnel s skills and experience in the following areas: successfully launching a high-quality charter school; developing an innovative school design; relevant non-profit organization management and leadership; sound board governance; effective curriculum development and implementation; and strong fiscal management.

## Sub Question

### Strengths:

The key project personnel are highly qualified to launch a high-quality charter school and experienced in leading educational agencies. The team consists of experts in school designing, curriculum development, fiscal management, and leadership. (See page e8-14 & e126-129).

### Weaknesses:

No weakness is noted.

**Reader's Score: 20**

## Selection Criteria - Quality of the Management Plan

### 1. Quality of the management plan.

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

### Strengths:

The application provides 3 year projections for the timeline, milestones, and budget.. The information is adequate to assess the progress of the school. The management plan provides a description of each leader's responsibility to ensure the success of the school.

### Weaknesses:

No weakness is noted.

**Reader's Score: 18**

## Selection Criteria - Quality of Project Design

- 1. Existence and quality of a charter or performance contract between the charter schools and its authorized public chartering agency. The existence of a written charter or performance contract between the charter school and its authorized public chartering agency and the extent to which the charter or performance contract describes how student performance will be measured in the charter school pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school. Note: The applicant is encouraged to submit a copy of its approved charter or performance contract. If the applicant has had an application for a charter denied, the applicant should describe the circumstances surrounding such denial and how it plans to revise the charter applicant before resubmitting it to the authorized public chartering agency.**

### Strengths:

The contract is presented. The contract includes establishment of the school. school operation related policy and procedures, adopted educational program, and financial management policies and procedures. (See page e15-58).

**Weaknesses:**

No weakness is noted.

**Reader's Score:** 16

**2. The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school.**

**Note:** The Secretary encourages the applicant to describe the flexibility afforded under its State's charter school law in terms of establishing an administrative relationship between the charter school and the authorized public chartering agency, and whether charter schools are exempt from significant State or local rules that inhibit the flexible operation and management of public schools.

The Secretary also encourages the applicant to include a description of the degree of autonomy the charter school will have over such matters as the charter school's budget, expenditures, daily operations, and personnel in accordance with its State's charter school law.

**Strengths:**

The school is given autonomy for school operations (p.e43). The charter school is allowed to implement the curriculum it selects and may amend the program at its discretion without approval of the Commission. (p.e27) The Charter School may employ non-certificated teachers or other instructional personnel whose certificate, authorization or approval has not been revoked nor is currently suspended.

**Weaknesses:**

No weakness is noted.

**Reader's Score:** 3

**Priority Questions**

**Competitive Priority - Competitive Priority 1**

**1. Competitive Preference Priority 1--Improving Achievement and High School Graduation Rates [Rural Students, Students with Disabilities, and English Learners]**

This priority is for projects that are designed to address one or more of the following priority areas:

(a) Accelerating learning and helping to improve high school graduation rates (as defined in this notice) and college enrollment rates for students in rural local educational agencies (as defined in the notice).

(b) Accelerating learning and helping to improve high school graduation rates (as defined in the notice) and college enrollment rates for students with disabilities.

(c) Accelerating learning and helping to improve high school graduation rates (as defined in the notice) and college enrollment rates for English Learners.

**Note:** This competitive preference priority encourages the applicant to provide a thoughtful, in-depth response to the priority area(s) to which it is well-suited to respond. Applicants will receive up to four points for how well they address priority areas (a) through (c). Applicants may choose to respond to one, two, or three of the priority areas but, in order to receive the maximum available points, it is not necessary for applicants to respond to more than one priority area.

**Strengths:**

The application provided a thorough in-depth response to address the priority areas. The response includes supportive research data and analysis on the population the charter school will serve. The application also addresses how the academic and supplemental programs will meet the needs of students and the school objectives through a unique Dual Enrollment curriculum, expeditionary learning model, and extra-curricular activities.

**Weaknesses:**

No weakness is noted.

**Reader's Score: 4**

**Competitive Priority - Competitive Priority 2****1. Competitive Preference Priority 2--Promoting Diversity.**

**Projects that are designed to promote student diversity, including racial and ethnic diversity, or avoid racial isolation.**

**Note: An applicant addressing Competitive Preference Priority 2--Promoting Diversity is invited to discuss how the proposed design of its project would help bring together students from different backgrounds, including students from different racial and ethnic backgrounds, to attain the benefits that flow from a diverse student body, or to avoid racial isolation.**

**Note: For information on permissible ways to address this priority, please refer to the joint guidance issued by the Department of Education and the Department of Justice entitled, [Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools](http://www2.ed.gov/about/offices/list/ocr/docs/guidance-ese-201111.pdf) at <http://www2.ed.gov/about/offices/list/ocr/docs/guidance-ese-201111.pdf>.**

**Strengths:**

The application provided a strategy to provide outreach to minorities through social service agencies, large immigrant employers, and media materials.

**Weaknesses:**

No weakness is noted.

**Reader's Score: 2**

**Competitive Priority - Competitive Priority 3****1. Competitive Preference Priority 3--Support for Military Families.**

**This priority is for projects that are designed to address the needs of military-connected students (as defined in this notice).**

**Note: For purposes of this program, projects meeting this priority must target military-connected students who are current or prospective public charter school students. The applicant's recruitment and admissions policy must comply with its State charter school law and CSP program requirements (for information on admissions and the lottery under the CSP, see [Charter Schools Program Nonregulatory Guidance](http://www2.ed.gov/programs/charter/nonregulatory-guidance.html) at <http://www2.ed.gov/programs/charter/nonregulatory-guidance.html>).**

**Strengths:**

The application provides target population data that 12.2% of the Maine's residents are veterans and a rationale that the individual approach to learning is the best fit for military-connected students due to their high mobility.

**Weaknesses:**

No weakness is noted.

**Reader's Score:**     **3**

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**Status:**           Submitted

**Last Updated:**   08/20/2013 03:37 PM

Status: Submitted

Last Updated: 08/30/2013 09:34 AM

## Technical Review Coversheet

Applicant: Good Will-Home Association (U282B130016)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Quality of Curriculum	15	15
2. Disadvantaged Students	3	3
3. Strategy for Achievement	15	15
4. Community Support	8	8
<b>Quality of Project Personnel</b>		
1. Quality of Personnel	22	21
<b>Quality of the Management Plan</b>		
1. Management Plan	18	18
<b>Quality of Project Design</b>		
1. Performance Contract	16	16
2. Flexibility	3	3
<b>Priority Questions</b>		
<b>Competitive Priority</b>		
<b>Competitive Priority 1</b>		
1. Rural/SPED/ELL	4	4
<b>Competitive Priority</b>		
<b>Competitive Priority 2</b>		
1. Promoting Diversity	2	2
<b>Competitive Priority 3</b>		
1. Military Families	3	3
<b>Total</b>	<b>109</b>	<b>108</b>

# Technical Review Form

Panel #4 - Panel - 4: 84.282B

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

Applicant: Good Will-Home Association (U282B130016)

## Questions

### Selection Criteria - Quality of Project Design

#### 1. I. Quality of the proposed curriculum and instructional practices

**Note:** The Secretary encourages the applicant to describe the quality of the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging State student academic achievement standards, the grade levels or ages of students to be served, and the curriculum and instructional practices to be used. If the curriculum and instructional practices have been successfully used in other schools operated or managed by the applicant, the Secretary encourages the applicant to describe the implementation of such practices and the academic results achieved.

#### Strengths:

The applicant outlines thorough curriculum and instructional practices it has planned. The practices are based upon sound research and include experiential learning, learning plans individualized for each student and project learning aligned to academic content. Pages e 121-123.

#### Weaknesses:

No weaknesses noted.

Reader's Score: 15

#### 2. The extent to which the proposed project will assist educationally disadvantaged students in meeting State academic content standards and State student academic achievement standards.

#### Strengths:

The applicant's approach to engaging and assisting educationally disadvantaged students is clearly outlined. The school proposes a comprehensive approach blending grade level State content standards into student personal learning plans. Page e121

#### Weaknesses:

No weaknesses noted.

Reader's Score: 3

#### 3. The quality of the strategy for assessing achievement of the charter school's objectives.

**Strengths:**

The applicant describes a sound approach towards achieving the school's and students' learning objectives. The program's outcomes during the school's first year were positive. The applicant presents a detailed project implementation work plan aligned to measuring and evaluating progress towards meeting the school's objectives. Pages e133/e145

**Weaknesses:**

No weaknesses noted.

**Reader's Score:** 15

**4. The extent of community support for the application.**

**The Secretary considers the extent of community support for and parental and community involvement in, the charter school. In determining the extent of community support for, and parental and community involvement in, the charter school, the Secretary considers--**

- (i) The extent of community support for the application (up to 4 points); and**
- (ii) The extent to which the proposed project encourages parental and community involvement in the planning, program design, and implementation of the charter school (up to 4 points).**

**Note: In describing the extent to which the proposed project encourages parental and community involvement in the charter school, the Secretary encourages the applicant to describe how parents and other members of the community will be informed about the charter school and how students will be given an equal opportunity to attend the charter school.**

**General:**

- (i) The applicant appropriately engaged community and parents during the planning and development of the school. Feedback from the community and parents informed and helped guide decisions during the development period and will continue throughout the planning, program design and implementation stages.
- (ii) The applicant places a high priority on parent and community involvement. Relationships and outreach to parents and guardians are supported throughout the school year. The school partners with businesses, community based non-profits and other governmental agencies to support service-based learning opportunities.

**Reader's Score:** 8

**Sub Question****1. The extent of community support for the application.**

**The Secretary considers the extent of community support for and parental and community involvement in, the charter school. In determining the extent of community support for, and parental and community involvement in, the charter school, the Secretary considers--**

- (i) The extent of community support for the application (up to 4 points)**

**Note: In describing the extent to which the proposed project encourages parental and community involvement in the charter school, the Secretary encourages the applicant to describe how parents and other members of the community will be informed about the charter school and how students will be given an equal opportunity to attend the charter school.**

**Sub Question**

**Strengths:**

The applicant appropriately engaged community and parents during the planning and development of the school. Feedback from the community and parents informed and helped guide decisions during the development period and will continue throughout the planning, program design and implementation stages.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 4**

**2. The extent of community support for the application.**

**The Secretary considers the extent of community support for and parental and community involvement in, the charter school. In determining the extent of community support for, and parental and community involvement in, the charter school, the Secretary considers--**

**(ii) The extent to which the proposed project encourages parental and community involvement in the planning, program design, and implementation of the charter school (up to 4 points).**

**Note: In describing the extent to which the proposed project encourages parental and community involvement in the charter school, the Secretary encourages the applicant to describe how parents and other members of the community will be informed about the charter school and how students will be given an equal opportunity to attend the charter school.**

**Strengths:**

The applicant places a high priority on parent and community involvement. Relationships and outreach to parents and guardians are supported throughout the school year. The school partners with businesses, community based non-profits and other governmental agencies to support service-based learning opportunities. Pages e 137/138

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 4**

**Selection Criteria - Quality of Project Personnel**

**Quality of project personnel.**

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

**(i) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (up to 2 points); and**

**(ii) The qualifications, including relevant training and experience, of key project personnel (up to 20 points).**

**Note: The applicant is encouraged to provide evidence of the key project personnel s skills and experience in the following areas: successfully launching a high-quality charter school; developing an innovative school design; relevant non-profit organization management and leadership; sound board governance; effective curriculum development and implementation; and strong fiscal management.**

**General:**

(i) The applicant presents recruitment and hiring plans to develop a staff that mirror the demographics of students living in the area. Hiring underrepresented groups is a priority.

(ii) The leadership and instructional team members have sound qualifications and background experiences in the fields of program, curriculum design and implementation. Key team members have the appropriate leadership experiences essential for directing and managing the staff and achieving the goals and objectives set forth in the proposal.

**Reader's Score: 21**

**Sub Question**

**1. Quality of project personnel.**

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

**(i) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (up to 2 points); and**

**Strengths:**

Page e 129

**Weaknesses:**

To date, the school has had limited success at hiring staff representing groups that have traditionally been underrepresented.

**Reader's Score: 1**

**2. Quality of project personnel.**

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

**(ii) The qualifications, including relevant training and experience, of key project personnel (up to 20 points).**

**Note: The applicant is encouraged to provide evidence of the key project personnel s skills and experience in the following areas: successfully launching a high-quality charter school; developing an innovative school design; relevant non-profit organization management and leadership; sound board governance; effective curriculum development and implementation; and strong fiscal management.**

**Strengths:**

Leadership and instructional team members have sound qualifications and background experiences in the fields of program, curriculum design and implementation. Key team members have the appropriate leadership experiences essential for directing and managing the staff and achieving the goals and objectives set forth in the proposal.  
Pages e129/e114

**Weaknesses:**

No weaknesses noted.

Sub Question

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

1. Quality of the management plan.

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

**Strengths:**

The applicant has established a unique partnership and a comprehensive management structure that aligns leadership staff from the Foundation and the charter school. Pages e 125-127

**Weaknesses:**

No weaknesses noted.

Reader's Score: 18

Selection Criteria - Quality of Project Design

1. Existence and quality of a charter or performance contract between the charter schools and its authorized public chartering agency. The existence of a written charter or performance contract between the charter school and its authorized public chartering agency and the extent to which the charter or performance contract describes how student performance will be measured in the charter school pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school. Note: The applicant is encouraged to submit a copy of its approved charter or performance contract. If the applicant has had an application for a charter denied, the applicant should describe the circumstances surrounding such denial and how it plans to revise the charter applicant before resubmitting it to the authorized public chartering agency.

**Strengths:**

The applicant has provided thorough documentation of the Maine Charter School Commission Charter contract. Exhibit A-1

**Weaknesses:**

No weaknesses noted.

Reader's Score: 16

2. The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school.

Note: The Secretary encourages the applicant to describe the flexibility afforded under its State's charter school law in terms of establishing an administrative relationship between the charter school and the authorized public chartering agency, and whether charter schools are exempt from significant State or local rules that inhibit the flexible operation and management of public schools.

The Secretary also encourages the applicant to include a description of the degree of autonomy the charter school will have over such matters as the charter school's budget, expenditures, daily

operations, and personnel in accordance with its State's charter school law.

**Strengths:**

The SEA strongly supports the applicant specifically to avoid inhibiting the successful start of the State's first charter school.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 3**

**Priority Questions**

**Competitive Priority - Competitive Priority 1**

**1. Competitive Preference Priority 1--Improving Achievement and High School Graduation Rates [Rural Students, Students with Disabilities, and English Learners]**

This priority is for projects that are designed to address one or more of the following priority areas:

- (a) Accelerating learning and helping to improve high school graduation rates (as defined in this notice) and college enrollment rates for students in rural local educational agencies (as defined in the notice).
- (b) Accelerating learning and helping to improve high school graduation rates (as defined in the notice) and college enrollment rates for students with disabilities.
- (c) Accelerating learning and helping to improve high school graduation rates (as defined in the notice) and college enrollment rates for English Learners.

**Note:** This competitive preference priority encourages the applicant to provide a thoughtful, in-depth response to the priority area(s) to which it is well-suited to respond. Applicants will receive up to four points for how well they address priority areas (a) through (c). Applicants may choose to respond to one, two, or three of the priority areas but, in order to receive the maximum available points, it is not necessary for applicants to respond to more than one priority area.

**Strengths:**

The applicant addresses this priority by describing the conditions and evidence for improving high school graduation and college entry rates for high poverty and academically low performing rural students. The applicant employs multiple best practice models to improve high school graduation rates. Page e101

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 4**

**Competitive Priority - Competitive Priority 2**

**1. Competitive Preference Priority 2--Promoting Diversity.**

**Projects that are designed to promote student diversity, including racial and ethnic diversity, or avoid racial isolation.**

**Note:** An applicant addressing Competitive Preference Priority 2--Promoting Diversity is invited to discuss how the proposed design of its project would help bring together students from different backgrounds, including students from different racial and ethnic backgrounds, to attain the benefits that flow from a diverse student body, or to avoid racial isolation.

**Note:** For information on permissible ways to address this priority, please refer to the joint guidance issued by the Department of Education and the Department of Justice entitled, **Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools** at <http://www2.ed.gov/about/offices/list/ocr/docs/guidance-ese-201111.pdf>.

**Strengths:**

The applicant describes how it will promote diversity by expanding outreach efforts in areas of the State with a high percentage of Native Americans and Somali refugees. Outreach activities will include outreach to minority community groups, Indian Tribal communities and online printed recruitment materials for non-English speakers. Pages: e 111-112

**Weaknesses:**

No weaknesses noted.

**Reader's Score:** 2

**Competitive Priority - Competitive Priority 3**

**1. Competitive Preference Priority 3--Support for Military Families.**

**This priority is for projects that are designed to address the needs of military-connected students (as defined in this notice).**

**Note:** For purposes of this program, projects meeting this priority must target military-connected students who are current or prospective public charter school students. The applicant's recruitment and admissions policy must comply with its State charter school law and CSP program requirements (for information on admissions and the lottery under the CSP, see **Charter Schools Program Nonregulatory Guidance** at <http://www2.ed.gov/programs/charter/nonregulatory-guidance.html>).

**Strengths:**

The applicant describes a sound overview of the MEANS approach. Students from military families will have opportunities to improve their current levels of knowledge, whether the students are at, below or exceeding grade level. Page e112

**Weaknesses:**

No weaknesses noted.

**Reader's Score:** 3

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**Status:** Submitted  
**Last Updated:** 08/30/2013 09:34 AM