

Indiana Charter School Board

EXPERIENCED SCHOOL OPERATOR APPLICATION REVIEW

Revised August 8, 2016

Instructions for Application Reviewers:

Please review the following criteria to rate applicant responses to the Request for Proposals. Within each section, specific criteria define the expectations for a strong response that "Meets the Standard."

Rating	Characteristics
4 Meets the Standard	The response reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to operate; and inspires confidence in the applicant's capacity to carry out the plan effectively.
3 Approaches the Standard	The response meets the criteria in many respects, but lacks detail and/or requires additional information in one or more areas.
2 Partially Meets the Standard	The response meets the criteria in some respects but has substantial gaps in a number of areas.
1 Does Not Meet the Standard	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.

On each bulleted criterion, highlight or mark the number in the right-hand column indicating your impression of the applicant's response. Provide brief comments to support your ratings in the center column and enter page numbers from the full PDF document to support your comments. In the "Additional Comments" box at the end of each section, please list one or more suggested interview questions.

In addition to completing this scoring sheet, please complete a brief, half-page memorandum stating your overall impression of the Application, summarizing its strengths and weaknesses.

Note: For purposes of this document, the term "network" refers to the totality of the schools managed by the organizer and/or Education Service Provider ("ESP") in Indiana (and outside of Indiana, if applicable).

Name of Applicant:

Name of School(s):

Name of Reviewer:

Date:

Executive Summary	Rating and Comments				Page Numbers
Please refer to the Narrative.					
<p><i>Mission & Vision</i></p> <p>A clear, focused, compelling mission and vision statement that together:</p> <ul style="list-style-type: none"> • Are sufficient to guide the school's operation. • A clear description of the organization's strategic vision and five-year growth plan for developing a school in Indiana. • Establish priorities that are meaningful, measurable and attainable. • Provide the school community and external stakeholders a clear, memorable picture of what the school aims to achieve. • Align with the Indiana Charter School Board's mission: "to authorize and hold accountable a portfolio of high-performing charter schools in which students achieve high levels of growth and graduate prepared for college and careers." <p><i>Educational Need & Target Population</i></p> <ul style="list-style-type: none"> • Identify the school, target student population and communit(ies) to be served. • Well-defined educational needs and challenges of the targeted student population(s), and sound rationale for the decision to serve this (these) population(s), including the grade levels chosen. <p><i>Community Engagement</i></p> <ul style="list-style-type: none"> • Clearly describes the status of engagement efforts to date; • Present a vision and strategy for engagement that is reasonably likely to further the school's, (and network's if applicable) mission and programs; and • Provides evidence that anticipated partnerships are realistic and achievable. <p><i>Education Plan/School Design</i></p> <ul style="list-style-type: none"> • Compelling overview of the proposed education program, including key non-negotiables; summary of the evidence base demonstrating likely success with the targeted population; and summary of how the school (and network if applicable) will achieve its goals. 	1	2	3	4	

<p><i>Governance and Leadership</i></p> <ul style="list-style-type: none"> Well-constructed governance and management structure and leadership team for the proposed school(s) (and network if applicable), including: strengths of the school leadership team and the proposed governing board; and sound governance and management structure that will provide for stable, effective governance and leadership of the school. <p><i>Page Limit</i></p> <ul style="list-style-type: none"> The applicant kept the Executive Summary within the 5-page limit set forth in the RFP. 		
<p>Overall Score</p> <p>Maximum score: 4</p>		
<p>Additional Comments and Suggested Interview Questions</p>		

SECTION I: EVIDENCE OF CAPACITY

Applicant Group	Ratings and Comments				Page Numbers
Please refer to the Narrative and Attachments #1 through #4.					
<p><i>Applicant Group</i></p> <ul style="list-style-type: none"> Evidence that the applicant group's collective qualifications (documented by resumes for all members) are sufficient to establish and operate a high-quality charter school in the proposed community (see <u>Attachment 1</u> for Applicant Group Resumes). Demonstrated commitment and meaningful ongoing operational or governance roles for members of the applicant group. 	1	2	3	4	
<p><i>Governing Board</i></p> <ul style="list-style-type: none"> Clear description of network and school-level governance. Effective governance structure and board powers, duties, and current and desired size and composition (including diverse expertise and effective representation of key stakeholders) that will help ensure school success. Proposed board members who demonstrate (as documented by resumes, and Board Member Information Forms): a) the capacity and commitment to govern the school effectively; and b) shared vision, purposes, and expectations for the school (see <u>Attachment 2</u> for Board Member Information Forms). Evidence that the governing board possesses the wide range of knowledge, skills, and commitment needed to actively and effectively oversee a successful charter school, including areas such as school leadership, administration and governance; curriculum; instruction and assessment; financial, business and school operations management; performance management; parent and community engagement; and facilities management. (If applicable) Clear roles, duties and composition of any advisory bodies/councils, and effective relationship to the school governing board and leadership. 	1	2	3	4	

<p><i>Procedures</i></p> <ul style="list-style-type: none"> • Effective governance procedures including description of meetings to date, planned frequency, and focus of meetings, standing committees, and compliance with Indiana's Public Access Laws. 	1	2	3	4	
<p><i>Grievance Process</i></p> <ul style="list-style-type: none"> • Fair, accessible grievance process for parents and students. 	1	2	3	4	
<p><i>School Leader & Leadership Team</i></p> <ul style="list-style-type: none"> • Appropriate responsibilities and qualifications of the school's leadership/management team (beyond the school leader). • (If School Leader candidate is identified) Evidence of the leader's ability to lead a school that effectively serves the target population. • (If School Leader candidate is not yet identified) Evidence of the board's preparation and plan to recruit and retain a leader with the ability to lead a school that effectively serves the target population • (If members of the leadership team are identified) Individuals who demonstrate the qualifications, capacities and commitment to carry out the designated leadership roles to ensure the success of the proposed school. • (If leadership team is not yet identified) Sound timeline, criteria, and process for recruiting and hiring the leadership team. 	1	2	3	4	
<p><i>Education Service Provider ("ESP"), if applicable.</i></p> <ul style="list-style-type: none"> • Thoughtful rationale for why the ESP partner was selected, and why the ESP will be a good fit for the proposed school(s) and community(ies). If the application refers to the conduct of background research regarding the performance of the ESP, indicate whether such the research was cursory or comprehensive in nature. • Clearly defined and reasonable terms (summarized in a term sheet and detailed in a draft contract) including: roles and responsibilities of the school governing board, school staff, and ESP; specific services and resources to be provided by the ESP; performance evaluation measures and mechanisms; clearly described ESP fee structure; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract (see Attachment 3 for Education 	1	2	3	4	

<p>Service Provider Information and Attachment 4 for Governance and Operational Structure).</p> <ul style="list-style-type: none"> • Capacity and commitment of the school governing board to oversee the ESP effectively, including specifying how the board will monitor and evaluate the ESP's performance, and how the governing board will ensure fulfillment of performance expectations. • Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and ESP or any affiliated business entities. • Evidence that the ESP is authorized to do business in Indiana. 		
<p>Overall Score</p> <p>Maximum score if not contracting with an ESP: 20</p> <p>Maximum score if contracting with an ESP: 24</p>		
<p>Additional Comments and Suggested Interview Questions</p>		

Network Vision, Growth Plan, and Capacity (if applicable)	Ratings and Comments				Page Numbers
Please refer to the Narrative and Attachment #5 and #15.					
<ul style="list-style-type: none"> Clearly articulated vision and 5-year growth plan for the proposed schools in Indiana and the network as a whole. The plan should address the number and types of schools; planned opening years; targeted geographies; projected student enrollment; staffing model at the network and school levels; educational model/school design; and projected, measurable impact on student achievement (see Attachment 5 for Projected Network Staffing). Persuasive description of the organization’s capacity to support and ensure the quality and long-term success of the Indiana network/school(s), including any shared or centralized support services. Demonstrated financial, organizational and management capacity to open and operate a school or schools successfully in accordance with the growth plan. The evidence should include results of past replication efforts and lessons learned in replication in other markets. Thoughtful analysis of anticipated risks and challenges in achieving the organization’s desired outcomes in Indiana, and realistic plan to overcome these challenges. Clear, complete organizational charts depicting the governance and management structure for a) the network as a whole, aligned with the 5-Year Business Plan; and b) the school-level organizational chart for charter school 1 at full capacity. These charts should delineate assignment of roles and responsibilities and clear lines of authority among the governing board, staff, and any ESPs that will manage any of the schools (see Attachment 15 for Network Staffing Charts). 	1	2	3	4	
Overall Score (Points will be considered bonus points and not applicable to all applicants) Maximum score: 8					
Additional Comments and Suggested Interview Questions					

SECTION II: SCHOOL DESIGN

Although not required, the ICSB is interested in applications that propose school models with strong potential to accelerate student success through different school designs, curriculum, instructional strategies, uses of technology, staffing models, governance arrangements, family and community engagement strategies, and other approaches. Throughout Section II, reviewers should take into account any innovation(s) embodied in the proposed school design and/or implementation plan.

Education Plan	Rating and Comments				Page Numbers
Please refer to the Narrative and Attachments #6 through #10.					
<p><i>Curriculum and Instructional Design</i></p> <ul style="list-style-type: none"> • Sound and comprehensive framework for a rigorous, quality instructional design that reflects the needs of the school or schools' target population(s) and will ensure all students meet or exceed the expectations of Indiana's College and Career Ready Academic Standards. The description of the instructional design should include at a minimum: the basic learning environment, class size and structure, curriculum overview, the use of technology in delivering instruction (if applicable), and plans for ensuring the school(s) will be staffed with high-quality teachers. • Evidence that the proposed educational program has a sound evidence base, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population. • Sound instructional strategies and explanation of why they are well-suited for the targeted student population(s), including effective methods and systems for providing differentiated instruction to meet the needs of all students. • (If applicable) Rationale and identified resources for any key educational features that would differ from the organization's current model. • Comprehensive, quality curriculum overview including a course scope and sequence by subject for each grade level the school(s) would serve, and demonstrated alignment of course outcomes with Indiana's Academic Standards (see Attachment 6 for Course Scope and Sequence). • (For Blended Learning Operators) A clear description of the amount of instruction delivered through distance learning, online technologies, and/or computer based instruction per day and a reasonable assessment of 	1	2	3	4	

<p>whether or not the school meets the definition of a virtual charter school as defined under Indiana law.</p>		
<p><i>Pupil Performance Standards</i></p> <ul style="list-style-type: none"> • Clear, rigorous exit standards provided for each division the school(s) would serve (i.e., elementary, middle, or high school). Exit standards should clearly set forth what students in the last grade in each division will know and be able to do (see Attachment 7 for Academic and Exit Standards). • Communication of the school's policies and standards for promotion to students and parents. <p><i>High School Graduation Requirements (High Schools Only)</i></p> <ul style="list-style-type: none"> • Sound plan for meeting Indiana's Graduation Requirements (including credits, GPA calculation, transcripts, electives, and any additional "local" requirements), and how the plan will facilitate student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce). • Effective systems and structures the school will implement for students at risk of dropping out or not meeting graduation requirements. 	<p>1 2 3 4</p>	
<p><i>School Calendar & Schedule</i></p> <ul style="list-style-type: none"> • A school calendar and sample daily and weekly schedules that meet minimum Indiana requirements, align with the educational program and are conducive to significantly improving student learning (see Attachment 8 for School Calendar and Schedule). 	<p>1 2 3 4</p>	
<p><i>School Culture</i></p> <ul style="list-style-type: none"> • Vision for school culture that will promote a positive academic environment and student intellectual and social development. • Coherent plan for establishing and maintaining the intended culture for students, teachers, administrators, and parents. 	<p>1 2 3 4</p>	
<p><i>Supplemental Programming (if applicable)</i></p> <ul style="list-style-type: none"> • Sound plan, design, schedule and funding for summer school that will meet anticipated student needs. • Well-designed plans and funding for extracurricular and co-curricular activities, programs and services that will 	<p>1 2 3 4</p>	

<p>meet anticipated student needs and provide enrichment experiences.</p> <ul style="list-style-type: none"> Thoughtful, well-supported description of programs or strategies to address student mental, emotional, and social development and health, and of any other student-focused activities and programs that are integral to the school or schools' educational and student-development plans. 		
<p><i>Special Populations and At-Risk Students</i></p> <ul style="list-style-type: none"> Demonstrated understanding of – and capacity to fulfill – state and federal obligations and requirements pertaining to students with disabilities and English Language Learners. Realistic plans to serve – and to monitor and ensure academic progress for – students with mild, moderate, and severe disabilities; English Language Learners; intellectually gifted students; students at risk of academic failure or dropping out; and any other special populations or at-risk groups identified by the school. Plans should describe evidence-based instructional programs and practices; effective design or adaptation of the educational program; qualified staffing; and support strategies and resources. If applicable, relevant examples of how schools currently being managed by the applicant group (or their ESP) has adapted and adjusted to meet the diverse needs of students at the school(s). 	<p>1 2 3 4</p>	
<p><i>Student Recruitment & Enrollment</i></p> <ul style="list-style-type: none"> Sound and thoughtful student recruitment plan, timeline and enrollment policy that will provide equal access to all interested students and families (see <u>Attachment 9</u> for Enrollment Policy). 	<p>1 2 3 4</p>	
<p><i>Student Discipline</i></p> <ul style="list-style-type: none"> Approach to student discipline for the target population that provides for appropriate and effective strategies to support a safe, orderly school climate and fulfillment of educational goals, promoting a strong school culture while respecting student rights (see <u>Attachment 10</u> for Student Discipline Policy). Appropriate and effective strategies to ensure the integrity and authenticity of student work product and assessment scores. 	<p>1 2 3 4</p>	

Overall Score

Maximum score: 32

Additional Comments and Suggested Interview Questions

Parents and Community	Rating and Comments	Page Numbers
Please refer to the Narrative and Attachment #11.		
<ul style="list-style-type: none"> • Sufficient need for another choice based on the performance and/or school models of the schools currently in the immediate vicinity with the same or similar grade configuration. • Realistic evidence of sufficient demand from families to meet the school or schools' enrollment projections. • Parent engagement plan, including family-school partnerships, that is welcoming and accessible to all parents. • Evidence of engagement with community leaders, or a detailed and thoughtful plan to engagement with community leaders (see Attachment 11 for Evidence of Support from Community Partners). • Community resources and partnerships that will benefit students and parents, including a) description of the nature, purposes, terms, and scope of services of any such partnerships; and b) evidence of commitment from identified community partners. 	1 2 3 4	
Overall Score Maximum score: 4		
Additional Comments and Suggested Interview Questions		

Performance Management	Rating and Comments				Page Numbers
Please refer to the Narrative.					
<p><i>Assessment, Performance Goals, and Corrective Actions</i></p> <ul style="list-style-type: none"> • Thoughtful, specific and measurable goals and timeline to determine whether or not the school(s) has/have achieved success with students. • Clear identification of formative/interim assessments that are aligned with the school or schools' curriculum, performance goals, and state standards. • Comprehensive, effective plan for collecting and analyzing student academic achievement data, and using the data to refine and improve instruction. The application should identify the person or people responsible for this analysis and refinement. • Clear description of the school's data warehouse system(s) for student academic achievement data. The application should identify the personnel who will be responsible for managing and interpreting the data for teachers and leading or coordinating data-driven professional development. • Thoughtful, appropriate corrective actions the school(s) will take if it falls short of student academic achievement expectations or goals at any level, including explanation of what would trigger such actions and who would implement them. 	1	2	3	4	
<p>Overall Score Maximum score: 4</p>					
<p>Additional Comments and Suggested Interview Questions</p>					

SECTION III: IMPLEMENTATION PLAN

Legal Status and Governing Documents	Rating and Comments	Page Numbers
Not scored by Third-Party Evaluators. ICSB Staff will review the narrative and Attachments #12 and #13 for alignment with ICSB requirements.		
<p><i>Legal Status and Governing Documents</i></p> <ul style="list-style-type: none"> • The applicant has furnished copies of the 501(c)(3) Letter of Determination from the IRS (or evidence that the applicant has applied for federal tax-exempt status from the IRS), Articles of Incorporation, Bylaws, and Code of Ethics, and Conflict of Interest policies (see <u>Attachment 12</u> for Governance Documents). • The proposed school's Bylaws have sound policies and procedures with regards to governance of the organization. • Per Indiana Code 20-24-3-3, the Articles of Incorporation or Bylaws contain a clause ensuring that upon dissolution all remaining assets shall be used for nonprofit educational purposes and remaining funds received from the Indiana Department of Education shall be returned to the department within 30 days. • The proposed school has provided a signed, completed Statement of Assurances (see <u>Attachment 13</u> for Statement of Assurances). 	<p>1 2 3 4</p>	
<p><i>Overall Score</i> Maximum score: 4</p>		
<p>Additional Comments and Suggested Interview Questions</p>		

Human Capital	Rating and Comments				Page Numbers
Please refer to the Narrative and Attachment #14.					
<p><i>School Staffing Structure</i></p> <ul style="list-style-type: none"> Staffing plan aligned with the educational program and conducive to the school's successes, illustrated by a complete staffing chart showing both Year 1 and future positions with a thorough description, including clear lines of authority and effective management of the administration-staff relationship (see Attachment 14 for Organizational Chart). (If applicable) Network-level staffing model that is aligned with the educational program and is conducive to the network's success. 	1	2	3	4	
<p><i>School Leadership and Staff Hiring, Management and Evaluation</i></p> <ul style="list-style-type: none"> Logical and clear plan for identifying leaders for the proposed Indiana school(s). The response should align with the 5-Year business plan, and should include the responsible parties and associated recruiting/development costs. Recruitment and hiring strategy, criteria, timeline and procedures that are likely to result in a highly qualified staff. Thoughtful plan to maximize impact of high-performing teachers to ensure every student has access to excellent teaching. Effective plan for evaluating school leadership and teachers, and retaining strong performers. Effective plan for identifying and addressing unsatisfactory leadership/teacher performance, and managing staff turnover. Compensation packages, system and strategy that are likely to attract and retain strong staff. 	1	2	3	4	
<p><i>Professional Development</i></p> <ul style="list-style-type: none"> Professional development standards, opportunities, leadership, and calendar/scheduling that effectively support the education program and are likely to maximize success in improving student achievement. Clear and effective plan for pre-opening staff professional development and on-boarding activities. Thoughtful plan for evaluating the success of the school's professional development program. 	1	2	3	4	

Overall Score

Maximum score: 12

Additional Comments and Suggested Interview Questions

Start-Up and Operations	Rating and Comments	Page Numbers
Please refer to the Narrative and Attachments #16 and 17.		
<ul style="list-style-type: none"> • Detailed start-up plan specifying tasks, timelines and responsible individuals, and sound Start-Up Budget. • (If the school will provide transportation) Sound plan for student transportation, including both daily and special-event transportation (see Attachment 16 for Start-Up Plan). • Sound plans for school and student safety and security, including security personnel, technology, equipment, and policies. • (For virtual and blended learning operators) Detailed description of school versus student and family responsibilities with respect to technology requirements. • (For virtual and blended learning operators) Detailed description of technical support, data retention, security and confidentiality procedures. • (For virtual and blended learning operators) Detailed offsite backup plan and arrangement in case of system failure to deliver instruction. • (Reviewed by ICSB Staff) Sound plan to secure or evidence of comprehensive and adequate insurance coverage that aligns with the application specification, including workers' compensation, liability, property, indemnity, directors and officers, automobile, and other (see Attachment 17 for Insurance Coverage). 	1 2 3 4	
Overall Score Maximum score: 4		
Additional Comments and Suggested Interview Questions		

Facilities	Rating and Comments	Page Numbers
Please refer to the Narrative.		
<ul style="list-style-type: none"> • Sound plan and timeline for securing, financing, renovating and ensuring code compliance for a facility; and demonstrated capacity and experience in facility management, including build out/renovations. If a facility has not already been secured, realistic progress in securing a facility should be demonstrated. <i>NOTE: Responses from virtual operators should align with their proposed instructional and delivery model.</i> • (If applicable) Specific plan to identify and finance appropriate facilities in alignment with the organization's 5-Year Business Plan. 	1 2 3 4	
Overall Score Maximum score: 4		
Additional Comments and Suggested Interview Questions		

Budget and Finance	Rating and Comments				Page Numbers
<p>Please refer to the narrative and Attachments #18, #19 and #20. Note that the ICSB contracts with Financial Evaluators to conduct a thorough analysis, so other third-party evaluators should quickly skim the Narrative and Attachments and evaluate the budget in the context of the full application.</p>					
<p><i>Systems & Procedures</i></p> <ul style="list-style-type: none"> • Sound systems and processes for accounting, purchasing, payroll, and annual independent financial and administrative audits, including evidence that the school will adhere to Generally Accepted Accounting Principles (“GAAP”) and Indiana State Board of Accounts (“SBOA”) accounting, auditing and reporting procedures and requirements. • (If Applicable) Sound plan for selecting contractors for administrative or back-office support services. • Clear description of the financial controls and responsibilities at both the network level and the school level to ensure long-term financial viability. • Clear explanation of how an independent, annual audit of both network-level and school-level financial and administrative operations will be conducted. 	1	2	3	4	
<p><i>5-Year Pro-Forma Budget</i></p> <ul style="list-style-type: none"> • Complete, realistic, and viable start-up and 5-year operating budgets for each school described in the application and for the network as a whole. The budgets should align with the educational and organizational plans described in the Application Narrative (see Attachment 18 for Budget and Staffing Workbook). 	1	2	3	4	
<p><i>Budget Narrative</i></p> <ul style="list-style-type: none"> • Budget Narrative that clearly explains reasonable, well-supported revenue, and cost assumptions including grant/fundraising assumptions, including identifying the amount and sources of all anticipated funds, property or other resources (noting which are secured versus anticipated, and evidence of firm commitments where applicable) (see Attachment 19 for Budget Narrative). Narrative should demonstrate understanding of the Indiana-specific landscape. • Sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. • Thoughtful explanation for how the school will ensure funds are sufficient to cover all anticipated expenses. 	1	2	3	4	

<ul style="list-style-type: none"> • <i>(Additional requirement for Pre-Existing Non-Profit Organizations)</i> Strong and transparent financial performance of the existing non-profit organization, demonstrated by a) the last three years of audited financial statements and management letters; and (b) the most recent internal financial statements including balance sheets and income statements (see <u>Attachment 20</u> for Existing Organizer Financials). 		
<p><i>Overall Score</i> Maximum score: 12</p>		
<p>Additional Comments and Suggested Interview Questions</p>		

Portfolio Review and Performance Record of Existing ESP or Organizer	Rating and Comments	Page Numbers
Please refer to the Narrative and Attachment #21.		
<ul style="list-style-type: none"> All requested information is provided for every school in the network's portfolio (see Attachment 21 for Portfolio Summary). Thoughtful discussion of a high-performing school in the network, including the evidence base for judging the school as high-performing; causes for success; challenges overcome; and how the school's effective practices have been implemented elsewhere in the network. Thoughtful discussion of a less-than-satisfactory school in the network, including the evidence base for judging the school unsatisfactory; causes of problems; and specific strategies and expectations (performance levels and timeframe) for improvement. 	1 2 3 4	
<ul style="list-style-type: none"> Evidence of strong academic performance of schools within the network, with a special emphasis on those schools operating in the State of Indiana. Strong and transparent financial performance of network schools, as well as for the network organization and any related business entities, demonstrated by a) the last three years of audited financial statements and management letters, and b) the most recent internal financial statements. (The school level, ESP level, and overall operations should be distinctly represented.). 	1 2 3 4	
<ul style="list-style-type: none"> Capacity to learn from past challenges/mistakes, including, but not limited to: a) Record of any ESP contract terminations or non-renewals; any charter terminations, non-renewals, shortened or conditional renewals, withdrawals or non-openings; performance deficiencies or violations that have led to formal authorizer intervention (over the past three years); or current or past litigation involving the organization or any of its schools; and b) Thoughtful, well-reasoned and evidence-based discussion of any such experiences by the organization (if applicable, see Attachment 22 for Litigation Documentation). 	1 2 3 4	

Overall Score

Maximum score: 12

Additional Comments and Suggested Interview Questions

Summary

Please complete your evaluation by writing a brief summary in the text box below outlining your overall impression of the application, and summarizing its strengths and weaknesses. The thoughts identified below should represent a "thirty second snapshot" of your evaluation of the proposal. This should be half a page or less.

Thank you for reviewing this application.