

Status: Submitted

Last Updated: 08/25/2016 08:59 PM

## Technical Review Coversheet

**Applicant:** Kentucky Educational Development Corporation (U422A160018)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Overall Comments</b>		
<b>Overall Comments</b>		
1. Overall Comments	0	
<b>Sub Total</b>	<b>0</b>	
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	35	34
<b>Significance</b>		
1. Significance	20	20
<b>Quality of the Management Plan</b>		
1. Management Plan	30	29
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	15	15
<b>Sub Total</b>	<b>100</b>	<b>98</b>
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference</b>		
1. Competitive Preference	10	10
<b>Sub Total</b>	<b>10</b>	<b>10</b>
<b>Total</b>	<b>110</b>	<b>108</b>

# Technical Review Form

Panel #4 - Academies - 4: 84.422A

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

Applicant: Kentucky Educational Development Corporation (U422A160018)

## Questions

### Overall Comments - Overall Comments

#### 1. Please enter your overall comments for this application.

##### General:

The application includes explicit information on every aspect of the design of the PA and CA. The partners identified have an outstanding reputation for providing resources to teachers. The information provided on school districts with high needs demonstrates the need and potential benefit for students and teachers. The proposal is commended for its sensitivity to special needs students with disabilities.

The instructional design includes experiential learning activities, projects, and discussions. The criteria for student progress in content knowledge is commended. Two of the unique benefits of this application are the Advisory Council and the incremental design of the professional development throughout the year.

The selection of students for the CA is rigorous and it is not clear if marginal students will be able to satisfy the requirements of writing essays and submitting at Capstone project in the limited time scheduled.

### Reader's Score:

### Selection Criteria - Quality of Project Design

#### 1. Quality of the Project Design

In determining the quality of the design of the proposed project, the Secretary considers the following factors:

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

(ii) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

(iii) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

##### Strengths:

The project design represents an exceptional approach for meeting the needs of students with limited success in school through opportunities for experiential learning through simulations. The use of simulations, debates, presentations, and capstone projects support historical literacy, and the development of long-term cognitive memory in the classroom. These strategies help students to connect different events and scaffold the learning experience through reading, speaking, and writing. Significant attention is also given to Civics through landmark legislation in the historical context of events.

The list of partnerships with academic and historical institutions is very strong and the documentation on the effectiveness

of incremental throughout the year is convincing.

Opportunities to have a resident historian working with the teachers during the Colloquium is excellent.

Opportunities for mentoring with two observations allows for teachers to change their behaviors and receive validation on questioning strategies and the analysis of documents. The behavior of teachers in these districts is currently dependent on textbook based instruction.

The proposal is organized in the framework of historical chronological thinking.

The readings support the role of government in public policy and addressing historical problems. Opportunities are provided and requiring for sharing information from the PA with other social studies teachers in their districts.

**Weaknesses:**

Although the description of the professional development including web based training, electronic notebooks, seminars, and observations is comprehensive, it would be helpful to see how they are directly correlated with the curriculum and state standards for Kentucky schools.

**Reader's Score: 34**

**Selection Criteria - Significance**

**1. Significance**

**In determining the significance of the proposed project, the Secretary considers the following factors:**

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

**(ii) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.**

**Strengths:**

The proposal will impact 12,000 students in the classes of 300 teachers. The evidence on the academic and income deficiencies in the districts identified on Page 25 clearly demonstrates the magnitude of the need for professional development of teachers with additional opportunities for students. The applicant identifies a current problem in the area, in that most instruction is limited to reading the textbook. This project should remedy this issue. The absence of professional development by 87% of teachers and the lack of membership in any professional historical organization supports the credibility of having an organization committed to history education as a partner.

**Weaknesses:**

There are no major weaknesses on the significance of the application for the targeted population.

**Reader's Score: 20**

## Selection Criteria - Quality of the Management Plan

### 1. Quality of the Management Plan

In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

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

(ii) The adequacy of mechanisms for ensuring high-quality products and services from the proposed project.

#### Strengths:

The management plan demonstrates a value of participation from all stakeholders in the design of the Advisory Council includes students and administrators in addition to other professionals and grant leaders. The credentials of the faculty and resident historians are impressive. The information provided on pp. 35-38 on the timeline and description of activities and how they are implemented illustrates careful planning and organization. The previous experience of the applicant and its partner with grants for the improvement of history education are added insurance that high quality and effective services will be provided in a comprehensive way. The budget costs are reasonable.

#### Weaknesses:

It would be helpful to have additional information about how students who have dropped out of high school will be recruited and included in the evaluative assessments when they are not enrolled in school and rubrics requiring the integration of primary sources with an expected level of analysis for the two required research papers by students attending the CA.

Reader's Score: 29

## Selection Criteria - Quality of the Project Evaluation

### 1. Quality of the Project Evaluation

In determining the quality of the evaluation, the Secretary considers—

(i) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

(ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

#### Strengths:

The assessments include both objective multiple choice tests from released NAEP tests and open-ended essay questions which will provide qualitative evidence for the experiential learning activities included in the objectives and expected of students. The sharing of quantitative and qualitative data with the Advisory Council on a continuing (quarterly) basis

provides for continuing feedback and time to respond to feedback with modifications to achieve the desired outcomes. (p. 41) The intended outcome of 20% growth for teachers and students by Year 3 is significant and important for the problems identified with the target population.

**Weaknesses:**

There are no major weaknesses with the evaluation plan.

**Reader's Score: 15**

**Priority Questions**

**Competitive Preference Priority - Competitive Preference**

**1. Competitive Preference Priority (up to 10 points).  
Supporting High-Need Students**

**Projects that are designed to improve academic outcomes for high-need students (as defined in this notice inviting applications).**

**Strengths:**

The selection criteria for students is rigorous and includes students with physical disabilities and special needs. The rigorous expectations require students to complete a Capstone project that is researched based. Experiential learning activities, especially the simulation of how a bill becomes a law, are effective strategies for developing the skills for long-term memory, analyzing historical perspectives, and making presentations.

Two activities that deserve commendation are the involvement of the students in Model United Nations and National History Day programs because they are effective ways for improving academic outcomes by deepening content knowledge and an understanding of how governments address complex problems and issues. These activities should surely improve student achievement among high need students.

**Weaknesses:**

There are no major weaknesses in the proposed Congressional Academy for high need students.

**Reader's Score: 10**

---

**Status:** Submitted  
**Last Updated:** 08/25/2016 08:59 PM

Status: Submitted

Last Updated: 08/25/2016 10:35 AM

## Technical Review Coversheet

**Applicant:** Kentucky Educational Development Corporation (U422A160018)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Overall Comments</b>		
<b>Overall Comments</b>		
1. Overall Comments	0	
<b>Sub Total</b>	0	
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	35	34
<b>Significance</b>		
1. Significance	20	20
<b>Quality of the Management Plan</b>		
1. Management Plan	30	30
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	15	15
<b>Sub Total</b>	100	99
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference</b>		
1. Competitive Preference	10	9
<b>Sub Total</b>	10	9
<b>Total</b>	110	108

# Technical Review Form

Panel #4 - Academies - 4: 84.422A

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

Applicant: Kentucky Educational Development Corporation (U422A160018)

## Questions

### Overall Comments - Overall Comments

#### 1. Please enter your overall comments for this application.

##### General:

This is an outstanding proposal that meets all of the major criteria of the Funding Opportunity. The applicant has prepared a detailed project plan that involves important partnerships to provide high quality academies to a clearly identified target population.

### Reader's Score:

### Selection Criteria - Quality of Project Design

#### 1. Quality of the Project Design

In determining the quality of the design of the proposed project, the Secretary considers the following factors:

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

(ii) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

(iii) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

##### Strengths:

The proposed project represents an exceptional approach to the priority because it brings together excellent partners to conduct focused teaching and learning activities in US History and Civics that are designed around the identified needs of the target population. A particular strength of the project design is the ongoing nature of the professional development for the teachers. Instead of a one-off academy, the applicant proposes to conduct a multi-phased professional development experience that includes site-based and web-based sessions during the year, a five-day summer academy and an experiential field immersive experience at appropriate historical sites. An additional positive to this extensive PD is that these workshops are aligned to curriculum changes in the state and incorporating a variety of teaching strategies. Moreover, the PD will be conducted by teams of "master history teacher, a learning specialist and a historian" (p. 5). This model will ensure that the workshops will support teaching and learning in both content and pedagogy while being grounded in practice. This well-rounded, extended professional development experience follows best-practice guidelines in education. The design for the Congressional Academies for students is similarly strong in along some of the same characteristics. Once again the applicant recognizes the importance of having multiple and varied experiences over an extended period of time to increase learning. The project design also takes advantage of integrating in existing programming in the state such as KYA, KUNA and National History Day projects that are appropriate to the overall goals or the project and connects it in a substantive manner the should provide increased impact and sustainability. The

partners involved in the project provide unique and important contributions that add to the project design. In particular, the explicit involvement of the Department of Education and school administrators are significant design factors because it increases the probability that the project will be effectively adopted and integrated into the educational process in the target schools. The applicant draws upon appropriate and important research to support the decisions made in the design of the two academy components and the project as a whole.

**Weaknesses:**

The Presidential Academies for teachers and the Congressional Academies for students are focused on significantly different content and grade levels which creates a small disconnect in the overall project design.

**Reader's Score: 34**

**Selection Criteria - Significance**

**1. Significance**

**In determining the significance of the proposed project, the Secretary considers the following factors:**

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

**(ii) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.**

**Strengths:**

The proposed project provides an excellent plan for building local capacity among the target population. The applicant provides a detailed analysis of the needs of teachers starting on page 25 that is based on school and project partner data collection. Moreover, the applicant shares additional information gathered from a multiple sources on the target populations needs. This data is then used to ensure that the project will provide the content, pedagogical and experiential supports teachers and students need to make significant improvements in the teaching and learning of U.S. History and Civics. This logical connection between identified needs and proposed activities increases the significance of the impact. The table on pages 28-30 provides detailed information on this alignment and carries over logically to the project objectives and high performance measures listed in the subsequent table starting on page 30. The project is planned to directly impact 300 teachers and 600 high school students over the course of three years with an estimated indirect impact of 12,321 students of the participating teachers. In addition, Presidential Academies for Administrators will be provided to create administrative support for the project. This is a significant step towards institutionalizing the project within the targeted schools and district especially since it will be conducted in conjunction with a recognized leader in the field (Guskey) in collaboration with the Kentucky Department of Education.

**Weaknesses:**

None.

**Reader's Score: 20**

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

**1. Quality of the Management Plan**

**In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:**

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

**(ii) The adequacy of mechanisms for ensuring high-quality products and services from the proposed project.**

**Strengths:**

The management plan is clearly defined in terms of individual responsibilities, activity timeline and project milestones. This is a complex project that requires detailed planning and multiple formative and summative measures of achievement – all of which are provided. Moreover, the proposal outlines a coherent strategy for ensuring high quality products and services from the project that involves regular feedback of data from multiple sources, including master teachers, aligned to benchmarks and outcomes. Furthermore, the leadership of the project has considerable experience and capacity to manage this large endeavor. The use of an Advisory Council made up of both non-governmental and governmental members (p. 33) provides a strong administrative mechanism for the project and also a mechanism for dissemination and replication at the end of the funding period.

**Weaknesses:**

None.

**Reader's Score: 30**

**Selection Criteria - Quality of the Project Evaluation**

**1. Quality of the Project Evaluation**

**In determining the quality of the evaluation, the Secretary considers—**

**(i) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.**

**(ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

**Strengths:**

The proposal includes a detailed evaluation plan composed of both formative and summative data collection and evaluation. This data includes both internal project measurements and also external measures such as performance on College Boards, AP and NAEP assessments. The several tables throughout the evaluation section of the proposal provide explicit information that will allow for continual and objective measurement of both project progress and objective achievement. Quantitative and qualitative data is collected on teacher, student and Principal outcomes and will be provided in reports to the proposed Advisory Council quarterly. The amount, quality and timeliness of the evaluation are rigorous and will provide a nearly continuous flow of information on the project.

**Weaknesses:**

None.

**Reader's Score: 15**

## Priority Questions

### Competitive Preference Priority - Competitive Preference

#### 1. Competitive Preference Priority (up to 10 points). Supporting High-Need Students

**Projects that are designed to improve academic outcomes for high-need students (as defined in this notice inviting applications).**

##### **Strengths:**

The applicant has clearly identified a target population of high need students (p. 15, 24 & 25) and detailed plans to provide experiences tailored to improve academic outcomes for those students. In particular, the project engages these high-need student populations in a variety of learning experiences over a sustained period of time. Intentionally deepening of student hands on experience in US History and Civics is a recognized strategy for addressing the achievement and civic engagement gap typical of high-need students. In addition, the applicant makes the convincing case that the project will also provide more robust teacher preparation for providing these types of learning experiences for their students.

##### **Weaknesses:**

While the applicant certainly targets a high-need student population and proposes strategies that are recognized to increase outcomes among these students, they fail to identify that they intentionally have selected activities to bring about improved outcomes. A stronger plan would draw upon the research on civic engagement and achievement of high-need students to select specific interventions to meet their needs and improve their outcomes.

**Reader's Score: 9**

---

**Status:** Submitted  
**Last Updated:** 08/25/2016 10:35 AM

Status: Submitted

Last Updated: 08/25/2016 12:30 PM

## Technical Review Coversheet

**Applicant:** Kentucky Educational Development Corporation (U422A160018)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Overall Comments</b>		
<b>Overall Comments</b>		
1. Overall Comments	0	0
<b>Sub Total</b>	0	0
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	35	35
<b>Significance</b>		
1. Significance	20	20
<b>Quality of the Management Plan</b>		
1. Management Plan	30	30
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	15	15
<b>Sub Total</b>	100	100
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference</b>		
1. Competitive Preference	10	10
<b>Sub Total</b>	10	10
<b>Total</b>	110	110

# Technical Review Form

Panel #4 - Academies - 4: 84.422A

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

Applicant: Kentucky Educational Development Corporation (U422A160018)

## Questions

### Overall Comments - Overall Comments

#### 1. Please enter your overall comments for this application.

##### General:

Project History Education through Advanced Research and Technology – (H.E.A.R.T.) in partnership with a number of organizations is a comprehensive proposal that will support the establishment of Presidential Academies for the Teaching of American History and Civics that offer workshops for 300 veteran and new teachers which will strengthen their knowledge of American history and civics; and (2) Congressional Academies for Students of American History and Civics to provide 600 High-Need high school students with opportunities to develop a broader and deeper understanding of these subjects. A research and coordinated professional development program will be provided by a National Council of History Education (NCHE) 5-day Colloquium presented daily by a Historian, a History Education Specialist and a Master Teacher. There will also be a 4 day Experiential Immersion Presidential Academy that will provide onsite experiences and content experts from the partners. The outcome of the project is to increase content knowledge, increase student achievement and interest, create partnerships and improve principal effectiveness.

Reader's Score: 0

### Selection Criteria - Quality of Project Design

#### 1. Quality of the Project Design

In determining the quality of the design of the proposed project, the Secretary considers the following factors:

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

(ii) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

(iii) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

##### Strengths:

Kentucky Educational Development Cooperative (KEDC) with a number of effective partner organizations will provide for a Presidential Academies for the Teaching of American History and Civics that will impact and focus on 300 teachers and Congressional Academies for 600 high need high school students. The application of Presidential Academies is included to demonstrate the effectiveness of using original documents and other source materials to gain a better understanding of how noted individuals have impacted the shape and focus of the Nation. (e 18-19) Different strategies such as discussion groups, role-playing and debates are effective approaches to support online classrooms using standard approaches to allow for sharing and dissemination of units. (e 19) The Project, History Education through Advanced Research and Technology – (H.E.A.R.T.) will use a unique Electronic Resource Notebook (ERN) to collect and distribute resources materials to all teachers and others who can benefit from the online materials. Effective experiential approaches will be

used as well to experience history from a personal perspective to be shared with students. (e 21) The appropriate use of History Mentoring and Observation (HMO) will provide feedback on the changes of teacher/s instructional practices. (e 22) The use of a web-based training will provide access to online lessons, discussion boards, curriculum resources and interactive teaching intranet-based electronic learning platform. Administrators, who have teachers involved in the program, will also receive training on what teachers are learning in the Presidential Academies and can attend any Academy sessions. (e 29) A comprehensive and focused Congressional Academy will be held at Eastern Kentucky University with a list of appropriate topics that will engage students. Additionally, a second session will be held in Washington D.C. to explore how the three branches of government work. (e 31) The Kentucky Youth Assembly, which serves as a model state government, will also have participation of the students from the project. This program provides for a unique opportunity to learn about many issues, develop critical thinking skills, and share beliefs and engage with peers from the Commonwealth. This is an example of working with other organizations to support the efforts of the Academy. Students will also complete a Capstone Project that promotes and encourages the research process, inquiry-based and applied learning sessions and other positive and constructive skills to complete the activity. (e 32)

The collaborative effort is designed to involve the various organizations and partners to promote and support the project. MOUs described the commitment and level of expertise and a chart describes the specific activities and contribution for each member that includes the National Council for History Education who will coordinate a 5-day Presidential Academy, followed by 4-day Experiential Immersion Presidential Academy with additional expertise and topics from the partner organization experts. (e 33) The applicant provided solid research studies to support the efforts contained within the project. As an example, Guskey identified well-designed and 6-12 months of continuous professional development, which can increase student achievement by almost 21 percentage points. (e 35) Extensive and comprehensive research is presented in the proposal to demonstrate the approach and strategies that will be shared and implemented throughout the project.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 35**

**Selection Criteria - Significance**

**1. Significance**

**In determining the significance of the proposed project, the Secretary considers the following factors:**

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

**(ii) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.**

**Strengths:**

Data on a chart is provided that effectively demonstrates the needs of the students based on 2014-15 Kentucky Core Content Test of U.S. History Percent (%) scoring Proficient or Distinguished. The schools have identified and targeted American History/Civics as an area that needs improved student achievement. (e 40-41) The applicant described the effective approach of targeted trainings by Presidential Academies that focus on engaging teacher methodologies, increasing teacher content knowledge, disseminating content knowledge and a number of other effective strategies. (e 41) The project aims to integrate conceptual and contextual content along with teaching strategies that is engaging and promotes students' understanding of American History/Civics. Additionally, there will be master teachers who will provide continued support of new staff and mentors will use the training of trainers to ensure colleagues in the schools receive

high quality products and resources. (e 39) PLCs will also support the implementation of this project by establishing strong linkage to local/national historians.

The use of teacher portfolios is another example of an effective and innovative approach explained in the proposal. Teachers will keep notes on lessons learned, lesson plans, sample classroom activities, and sample assessments. (e 43) Additional strategies' such as observations, blended learning opportunities, networking and other effective approaches were discussed in the proposal to expand and improve the content knowledge and activities in the classroom for improved student achievement. A chart presented the gaps in services identified through the disaggregation of data and how the project will address these needs. (e 43-45)

There will be an Advisory Council to monitor and oversee the project design, fidelity of implementation, sustained and high quality professional development and a number of other outcomes. This is identified in a chart included in the proposal that effectively delineates the activity objectives, coherent performance measures and progress outcomes to sustain the training program. (e 45-48) Each objectives has a performance measure as demonstrated by objective 2 that states Increase student achievement in American History/Civics in each year of the project and includes the performance measures that student achievement in American History and civics for students of participating teachers on NAEP released items will increase yr 1; 10%, yr 2; 15%, yr 3; 20%. (e 46) These are reasonable and specific measures identified in the proposal.

**Weaknesses:**

No weakness noted.

**Reader's Score: 20**

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

**1. Quality of the Management Plan**

**In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:**

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

**(ii) The adequacy of mechanisms for ensuring high-quality products and services from the proposed project.**

**Strengths:**

The Advisory Council (AC) will consist of representatives from the partners, student and teacher representatives and Superintendent. (e 48) Some of the responsibilities of the AC include monitor the grant for ongoing modification/ improvement, oversee the budget, evaluate progress, develop professional development activities and a umber of other responsibilities. (e 48-49) Kentucky Educational Development Cooperative (KEDC) will assure that all appropriate resources are provided for the project to be implemented with fidelity. A project director will be hired who has extensive experience in directing program activities and services to support the implementation of a grant. There are specific responsibilities listed in the proposal that provide detail tasks for the Project Director. He will devote 33% of their time to the project. There is a chart that describes in detail the staff titles, responsibilities and qualifications. (e 50-51) A timeline that includes proposed project period by month, milestones and responsible partner is presented in the proposal as well. (e 51-53) KEDC, NCHE and partners to ensure a successful project development and implementation, will provide

complete and extensive support. The budget appears to be reasonable incurring on a per participant cost of 1,983.33. (e 154)

**Weaknesses:**

No weakness noted.

**Reader's Score: 30**

**Selection Criteria - Quality of the Project Evaluation**

**1. Quality of the Project Evaluation**

In determining the quality of the evaluation, the Secretary considers—

(i) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

(ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

**Strengths:**

An external evaluator will be employed to ensure that the project is implemented with fidelity. Quantitative and qualitative data collections will be collected and reported to the AC. A list is each is included in the proposal. Summative and formative data will be collected as well. The applicant included charts to identify the performance measures and outcomes and data sources and analysis methods. (e 56-60) The charts identify the key questions to be addressed such as 1. How can Academies Increase Teacher Content Knowledge?, describe the Proposed Methods for Addressing Questions, outcome measures and timelines and a number of other strategies for collecting and analyzing data to support the project. The project will use pre and posttest measures of evaluation to determine any statistically significant gains by teachers and students tested.

There will be feedback established to promote and implement mid course corrections (if necessary) to assure changes and continuous improvement. Formative evaluations will promote adjustments, schedules, allocation of resources, and other management decisions. Summative evaluations will provide objective data to recommend any changes to each program component. Other effective strategies to collect data on the project outcomes were clearly delineated and described in the proposal.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 15**

**Priority Questions**

**Competitive Preference Priority - Competitive Preference**

**1. Competitive Preference Priority (up to 10 points).  
Supporting High-Need Students**

**Projects that are designed to improve academic outcomes for high-need students (as defined in this notice inviting applications).**

**Strengths:**

There are 12,321 students attending schools for participating teachers, who as a collective group, have over 82% of the students qualify for free and reduced lunch under federal guidelines. Additionally, they have an average of 45% percent of their students from families with incomes below the poverty line. (e 16-17) Teachers will be recruited from high needs district based on the criteria indicated in the proposal. (e 29) Students who participate in the Congressional Academy will be selected based on high needs school, who are at risk of educational failure, and other factors related to need. (e-30) The focus will be identifying strategies to increase the achievement of high needs students.

**Weaknesses:**

No weaknesses noted.

**Reader's Score:     10**

---

**Status:**           Submitted  
**Last Updated:**   08/25/2016 12:30 PM