

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

Status: Submitted

Last Updated: 08/18/2017 05:05 PM

Technical Review Coversheet

Applicant: Center for Civic Education (U422A170004)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Quality of Project Design	35	28
Significance		
1. Significance	25	23
Quality of the Management Plan		
1. Management Plan	25	21
Quality of the Project Evaluation		
1. Evaluation Plan	15	14
Sub Total	100	86
Priority Questions		
Competitive Preference Priority 1		
Supporting High-Need Students		
1. CPP 1	10	7
Sub Total	10	7
Competitive Preference Priority 2		
Using the Resources of the National Parks		
1. CPP 2	5	5
Sub Total	5	5
Total	115	98

Technical Review Form

Panel #1 - American History and Civics Academies - 1: 84.422A

Reader #2: *****

Applicant: Center for Civic Education (U422A170004)

Questions

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors—

(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:

High needs students matched with teacher from their own school or district. This will assure continuity of learning experiences throughout the year.

Some interaction between students and teacher during academies. This helps increase the rapport between the two groups, showing students that their teachers are lifelong learners and interested in learning.

Program has been proven to be successful. (page e24)

Content experts will provide instruction to teachers, assuring they receive quality instruction.

Students and teachers will share what they learn with their colleagues.

Weaknesses:

Program is not new or particularly innovative. Grant money is used to support a program that has already been shown to work. This is less an innovation grant application than one to extend a program already firmly in place. (page e28). Money would be better spent having mentors go to individual schools and work with groups of teachers/students since most of the work comes from the textbooks.

Students will learn how to create presentations, but no mention of content standards, independent research or the use of primary sources, two elements that are a significant part of K-12 education.

It would be helpful to have more details about the ways that students and teachers will build capacity for their peers. Page e37).

“Interactive” for technology should be defined. Interactive should not be seen as clicking on items, opening pop-up boxes

drag-and-drop or typing in a few words to a form.

Online forums and discussions can be of some use, but they have nowhere the impact that face-to-face or Skype/FaceTime discussions do. The lag time between threads and the inability to respond “in real time” limits the give-and-take and the spontaneity of discussions. (page e38)

While the program has seen good results, much of the learning seems to be from the textbooks already created, rather than providing opportunities for individualized and independent research and learning.

More input from K-12 stakeholders would have strengthened the application. Though this grant is for higher education institutions and/or not-for-profits, it is necessary to keep in mind the requirements of K-12 education. All stakeholders should be included to assure a well-rounded program that will address the needs of students as well as of the school systems.

Reader's Score: 28

Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project. 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:

Sustained PD throughout the year can be a very effective way of assuring that true learning takes place.

High-quality, interactive instruction can be particularly effective with the target population.

Materials will be available to the public free of cost. This will help build capacity.

Experiential learning for students and teachers is very important. The trip to DC will make a difference in students' lives.

Weaknesses:

The project does not clearly develop local capacity since only one teacher and two students per state will be involved.

The Development of PLCs, having students mentor their peers, dissemination of information, lesson plans, and pedagogy would have strengthened the application and would help schools in the area, district.

Reader's Score: 23

Selection Criteria - Quality of the Management Plan

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

(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:

A fairly detailed timeline shows when the steps of the program will be addressed. This shows an understanding of the amount of time needed to accomplish different parts of the program, especially when some parts need to be finished before others can start.

The roles, responsibilities and qualifications of the most necessary staff are outlined in the narrative. This information demonstrates the applicant's understanding of the scope of the project and the of how to address the management of the program so it will run smoothly.

Textbooks to be used have been shown to be effective in increasing student learning since they include questions for discussion and other activities that are pedagogically sound based on current research.

Weaknesses:

Offering curriculum in electronic form is not true use of educational technology. Based on a survey of current research, teachers, especially social studies teachers, do not use educational technology as it is meant to be used. An example of positive use of tech would be to have students research a topic, create a survey then enter the information into excel and create a report, charts and graphs that explain what the student has learned.

The national network is nice, but it is not obvious if it will be there to support and sustain the learning that the students and teachers do during the academies. If the network will be used to build capacity at the local level it is not clear. Disseminating information is useful, but teachers and students should really be supported in expanding their capacity. The network as a communications tools is not particularly significant.

While graduate credits are not required by the program, the applicant may want to consider offering graduate credits at a free or reduced cost as an incentive to participate in the program. Teachers have limited time and resources. A program that provides them with PD as well as an opportunity to gain graduate credits (which can be used for teacher credentials or salary adjustments) will provide teachers with additional incentive to participate.

Reader's Score: 21

Selection Criteria - Quality of the Project Evaluation

1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

(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:

Evaluator is highly qualified. Understands the needs of K-12 education psychometrics.

Evaluation team will use current literature and research.

Quasi-experimental design is more accurate than qualitative information alone.

Comparison of use of live scholars vs. instructional videos will provide useful information.

Weaknesses:

Formative assessment, in K-12 terms, is assessment that is used during the learning process. Research has shown that this type of assessment is essential to learning because it provides feedback to students as they are learning and it allows the teacher to adjust instruction when the current mode of instruction is helping the student to learn.

Reader's Score: 14

Priority Questions

Competitive Preference Priority 1 - Supporting High-Need Students

- 1. Projects that are designed to improve academic outcomes for high-need students (as defined in the Notice Inviting Applications).**

Strengths:

Understanding the competitive preference priority to support high needs students, the Center for Civic Education's will search for students in that population using the Center for Civic Education's extensive teacher network.

Weaknesses:

Selection process should be more clearly defined to ensure that students selected are actually from high needs backgrounds. Not all students in high needs schools are high needs students.

Reader's Score: 7

Competitive Preference Priority 2 - Using the Resources of the National Parks

- 1. Applicants that propose to develop innovative and comprehensive programs using the resources of the National Parks, including, to the extent practicable, through coordination or alignment of activities with the National Park Service National Centennial Parks initiative.**

Strengths:

The program includes field trips for both students and teachers to significant U.S. National Parks and Monuments which tie in to the materials they are studying such as the Capitol, the National Archives, James Madison's Montpelier and civil war battlefields. By visiting these places participants will gain experiential knowledge and deepen their understanding of U.S. history and civics.

Weaknesses:

None noted.

Reader's Score: **5**

Status: Submitted

Last Updated: 08/18/2017 05:05 PM

Status: Submitted

Last Updated: 08/17/2017 02:46 PM

Technical Review Coversheet

Applicant: Center for Civic Education (U422A170004)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Quality of Project Design	35	30
Significance		
1. Significance	25	23
Quality of the Management Plan		
1. Management Plan	25	21
Quality of the Project Evaluation		
1. Evaluation Plan	15	14
Sub Total	100	88
Priority Questions		
Competitive Preference Priority 1		
Supporting High-Need Students		
1. CPP 1	10	8
Sub Total	10	8
Competitive Preference Priority 2		
Using the Resources of the National Parks		
1. CPP 2	5	5
Sub Total	5	5
Total	115	101

Technical Review Form

Panel #1 - American History and Civics Academies - 1: 84.422A

Reader #1: *****

Applicant: Center for Civic Education (U422A170004)

Questions

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors—

(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:

An excellent strategy used in the design of this Presidential and Congressional Academy is the gathering together of teachers and students representative of each state to participate at James Madison University in learning communities that include scholars, experienced mentors and guest speakers all immersed in the study of constitutional history and principles following the intellectual framework of the We the People curriculum. The location close to Washington DC, the seat of national government provides an appropriate backdrop and commonality for such a diverse range of students and teachers. The cultural exchange of ideas and guaranteed diversity of opinions and backgrounds among the participants should be an enriching and challenging experience. This is an exceptional strategy to promote inclusion and respect for others and is an excellent approach to the priorities of the competition.

One of the strengths of the proposal is the use of The We the People curriculum which has a strong proven reputation and rich history since its inception in 1987. It has been used across the country successfully to increase student understanding of United States in the areas of constitutional history, values and rights, institutions, civic responsibility and participation, the four organizing topics of the Academies (p.1). The scholars, mentors and guest speakers have extensive backgrounds working within the We the People network. "The study released this year shows that the We the People program works. Teachers gain civic content knowledge and improve their classroom pedagogy. Students improve their knowledge of fundamental constitutional principles" (p9). Related studies indicate "that the Presidential Academies, which will provide more than 70 contact hours of study, will far exceed the minimum number of 30 PD hours that research has determined to be necessary to achieve significant results" (p.21).

There is a strong plan to implement the project's four Constitutional topics forming the basis of the Academies and "Field trips to notable destinations will provide excellent opportunities for participants to deepen their understanding of American constitutional history and to see how historical conflicts and experiences reflect American constitutional principles and civic culture" (p.16). These sites include Montpelier, Monticello, Civil War Shenandoah Valley battlefields, the U.S. Capitol, Supreme Court, National Archives, and Mount Vernon.

A significant feature of plan design is the collaborative We the People coordinators and mentors network of partners already in place in each state which will be mobilized to insure that students and teachers will be recruited from the same high needs schools in each state. "Network members will be vital in recruiting teachers and students to participate and will assist Center staff in following up during the school year with the teachers and students" p.19. The administration of Academies (p.19), production of online videos (p17) webinars (21) and forums (p18) will be the responsibility of the Center for Civic Education. The follow-up activities and implementation of pedagogy in the schools will be initiated and organized by teacher and student participants in the Academies during the following year (p19).

Weaknesses:

A weakness is that the follow up pedagogy initiated by students and teachers in their school the following academic year is not described or detailed. State coordinators for We the People will work with the teachers and students to institute an innovative history/civics project in their schools but it not clear and details are lacking that would maximize the effectiveness of the project.

Reader's Score: 30

Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project. 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:

There is significant research in place to show that the We the People pedagogy and curriculum has been proven effective. Georgetown studies and "numerous independent studies have been undertaken on the effects of the We the People program on student growth that have findings consistent with those of the 2014–15 study. For example, in 2011, Owen found that We the People students and alumni know significantly more about American government than the general public, including those who have taken a basic civics course as well as those who have taken "enhanced" civics courses offered by other organizations" (p9). Teachers also have been highly impacted by the curriculum and professional developments attended, "Teachers gain civic content knowledge and improve their classroom pedagogy. Students improve their knowledge of fundamental constitutional principles"(p.9).

Another extremely significant part of this proposal is "that the Center recognizes that the diverse group of participants will have their own expertise, the sharing of which will benefit the entire group and help to build a functioning professional learning community" (p14). The experience of travelling from all parts of the country to our nation's capitol to study, learn and tour monumental sites together will be an invaluable and memorable experience never to be forgotten especially by the students. There is a special need right now for civic education and the understanding of shared values all citizens can recognize as vital to the American experience.

"The magnitude of the outcomes will be enhanced by the online availability of the PD resources to be developed and made available to all teachers, students, and the general public" p.24, which include webinars, learning community forums and videos featuring the scholars and material from the four topics of the Academy

Weaknesses:

The planned academies are based on traditional models used by the Center for Civic Education and do not seem to be adapted for high needs low-income students. While the significance of increase in knowledge, skills dispositions and benefits of travel is vital this group, the curriculum is standard without modifications for this population or to their voices and learning styles.

Reader's Score: 23

Selection Criteria - Quality of the Management Plan

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

(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 adequacy of the management plan is strong and abundant in detail. It includes the timeline to achieve the objectives of the Academies the first year on (p.25). Milestones and clearly defined responsibilities as well as key personnel are identified on pages 29-32. There is also a daily agenda included in the appendix that indicates the activities each day of the two week Academies.

The plans for selection process are excellent and a strong indicator that the teacher/student recruitment “will be thorough and will emphasize intellectual curiosity, geographic and ethnic/racial diversity”(p.26). The effective and efficient strategy by the Center of employing the network of We the People state directors, mentors and coordinators nationwide to be responsible for disseminating information regarding applying to the Academies to administrators, teachers, and students in their states is a “process that has proved to be very effective “ (p.28)

There is an excellent plan in place to assure the adequacy of mechanisms for ensuring high-quality products and services from the proposed project on pages 34-36. The curricula and pedagogical activities “starts with an examination of the wide range of responsible scholarship in relevant fields such as constitutional history and political science”(p.34) and the “agendas are critiqued by historians, political scientists, teachers, and other experts in professional development” (p.36) Because the Center is employing the same Georgetown University that met “every deadline and exceeded expectations for close consultation with the Center, the Center and Georgetown have high confidence that the evaluation budget is appropriate for the task.

Weaknesses:

A management plan that places such heavy importance in a trusted network of professionals nationwide can lead to overburden of responsibilities and neglected follow through. The We the People state and district coordinators and mentors who are tasked with identifying and recruiting the appropriate administrators, teachers and high needs schools involves multiple individuals of varying commitment to the Center. The network may have weaknesses in parts of the country.

Online learning does not guarantee significant advances in learning and to many it is more of a task than a relevant learning experience. While the curriculum can stand on its own, the need for online learning communities is not clear.

While graduate credits are not required by the program, the applicant may want to consider offering graduate credits at a free or reduced cost as an incentive to participate in the program

Reader's Score: 21

Selection Criteria - Quality of the Project Evaluation

1. **The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:**

(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:

A strong point of the evaluation process is that the measurement tools are already developed and can be converted quickly to align with the specific gathering of quantitative and qualitative data needed to show intended outcomes have been met (p.36). The Center for Civic Education has indicated throughout the application proposal that they are currently conducting evaluations of teachers and students involved in the James Madison Legacy Project through the services provided by Georgetown University. By using the same experienced external evaluators familiar with the philosophy, curriculum and pedagogy of We the People, the Center is secure in knowing that the performance measures are clearly related to the intended outcomes and are understood by Professor Owen and her team. They will prepare a research study of the Academies for teachers and students and provide the Center with quarterly feedback (p.42).

The methods of evaluation will provide periodic assessment to the Center. "The overarching goals of the project evaluation are to (1) determine if the Academies have a demonstrable impact on teachers' subject matter knowledge, their ability to be effective instructors, and their classroom pedagogy; (2) evaluate the effectiveness of the Academies on students' subject-area knowledge, civic dispositions, and civic skills; and (3) assess the program's fidelity of implementation"(p.37).

An excellent combination of quantitative and qualitative methods will be employed examining content knowledge (4 unit topics of the Academies), skills (speaking, research, working within a team to meet deadlines and writing,) and changes in dispositions or attitudes towards civic responsibilities and participation.

An excellent strategy is the use of pre/post tests, online lecture and discussion questions and teacher/student self-evaluation surveys and will be examined to indicate progress of achieving the intended outcomes (p 41-44).

Weaknesses:

The evaluation process does not include a formative evaluation process so important in measuring the effectiveness of the pedagogy and student acquired skills and learning. There needs to be more detailed clarification as to how the actual classroom application of lessons increases knowledge, skills and student attitudes toward civic engagement.

Reader's Score: 14

Priority Questions

Competitive Preference Priority 1 - Supporting High-Need Students

1. Projects that are designed to improve academic outcomes for high-need students (as defined in the Notice Inviting Applications).

Strengths:

Excellent organization to ensure high needs students and schools are the main focus of the Academies: "The teachers will be selected from schools that have strong administrative support for work with high-need students. For each teacher, two high-need students from that teacher's school or school district will apply conjointly and participate in the Academies. At most sessions the Academies for teachers and students will meet separately but there will be times for joint activities during the summer and school year"(p12).

Weaknesses:

There is a lack of clarity and structure detailing the selection process of students with high needs or that the teachers are currently involved with teaching high-needs population in the classroom. The populations at these schools vary from subject to subject and teacher to teacher.

Reader's Score: 8

Competitive Preference Priority 2 - Using the Resources of the National Parks

- 1. Applicants that propose to develop innovative and comprehensive programs using the resources of the National Parks, including, to the extent practicable, through coordination or alignment of activities with the National Park Service National Centennial Parks initiative.**

Strengths:

Field Trips. Field trips to notable destinations will provide excellent opportunities for participants to deepen their understanding of American constitutional history and to see how historical conflicts and experiences reflect American constitutional principles and civic culture. The trips will include experiences at James Madison's Montpelier, Monticello, Civil War Shenandoah Valley battlefields, the U.S. Capitol, Supreme Court, National Archives, and Mount Vernon. The groups will meet with scholars and, where relevant, public officials. At the Capitol, the participants will meet with the House and Senate historians. These field trips will provide points of intersection for the two Academies, with both teachers and students visiting the same sites. At these sites, the participants will divide up into smaller groups as appropriate to facilitate tours, questions, and discussions. (P.16)

Weaknesses:

None

Reader's Score: 5

Status: Submitted

Last Updated: 08/17/2017 02:46 PM

Status: Submitted

Last Updated: 08/14/2017 11:17 PM

Technical Review Coversheet

Applicant: Center for Civic Education (U422A170004)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Quality of Project Design	35	30
Significance		
1. Significance	25	23
Quality of the Management Plan		
1. Management Plan	25	21
Quality of the Project Evaluation		
1. Evaluation Plan	15	14
Sub Total	100	88
Priority Questions		
Competitive Preference Priority 1		
Supporting High-Need Students		
1. CPP 1	10	7
Sub Total	10	7
Competitive Preference Priority 2		
Using the Resources of the National Parks		
1. CPP 2	5	5
Sub Total	5	5
Total	115	100

Technical Review Form

Panel #1 - American History and Civics Academies - 1: 84.422A

Reader #3: *****

Applicant: Center for Civic Education (U422A170004)

Questions

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors—

(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, which features summer institutes for teachers and students from each of our states, would allow for collaboration between teachers and students from disparate geographic regions who usually do not have the opportunity to hear from one another.
- The location of the institutes at James Madison University will give access to a great deal of civic and historic sites including National Parks Service locations. An impressive list of sites visits is included on page 16 of the narrative.
- The model of each teacher bringing two high needs students from his own district is creative and unique, and builds in a certain amount of oversight of participating students.
- The need for students to have “fun” activities is considered and planned for during their institutes.
- An impressive list of presenting scholars is identified, with bios provided.
- The daily plan for the institutes includes an excellent balance of hands-on learning, scholarly presentations, and field work and site visits.

Weaknesses:

- Demand for the webinars and videos provided to participants appears to be unproven. It is not clear that these are resources that participating teachers want or need, and that they are they not being provided because the Center already has them. The need for and purpose of these videos and webinars is not compellingly articulated in the project narrative.
- The curriculum resources referenced are digital, but seem quite traditional and not innovative in their content and utility.

Reader's Score: 30

Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project. 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 segment of the project narrative on pages 5-8 offers compelling evidence of the lack of access to high quality history and social studies enrichment programming for both students and teachers. This unique program design would offer an intensive, potentially life-changing opportunity for students and teachers to learn in parallel intensive settings in Virginia each summer, and to take their learning experiences back to their own states for dissemination.
- With teachers and students traveling from all over the nation, it is likely that participants will have exposure to historic sites that they teach and learn about, but have never before visited.

Weaknesses:

- The project narrative does not communicate how the participants would improve instruction in a broader context in their schools, districts, or states as a result of their experience in the program.

Reader's Score: 23

Selection Criteria - Quality of the Management Plan

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

(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:

- Teachers will receive a \$500 stipend and students a \$100 stipend which should offset any personal costs incurred via participation in the institutes and travel expenses not covered by the Center for Civic Education.
- The Center for Civic Education demonstrates considerable experience working with the James Madison Legacy Project and the We the People program in its narrative, with both programs offering similar experiences to teachers and students and yielding demonstrated success.
- A clear, attainable timeline for enactment of the project is outlined on page 22.
- Key personnel involved in the project proposal are identified, with bios provided.
- Operational daily schedules are provided in the project proposal for each day of the summer institutes.

Weaknesses:

- A need for the online materials provided by the grant is not demonstrated in the narrative.

Reader's Score: 21

Selection Criteria - Quality of the Project Evaluation

1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

(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 experienced evaluator affiliated with Georgetown University is identified in the project proposal.
- The evaluator will use multiple measures including observation and pre and post testing of participants as well as survey data.

Weaknesses:

- There is a lack of articulated formative assessment in the evaluation process, which would allow for the instruction to be adjusted based on the needs of participants while institutes are in session.

Reader's Score: 14

Priority Questions

Competitive Preference Priority 1 - Supporting High-Need Students

1. Projects that are designed to improve academic outcomes for high-need students (as defined in the Notice Inviting Applications).

Strengths:

- It is stated in the project proposal that the two students participating with each teacher will be high needs.

Weaknesses:

- The application process does not detail how it will be ensured that teachers come from districts with sizable populations of high needs students. Other than stating that the two participating students attending with each teacher should be "high needs," there is no mechanism for ensuring that this will be the case.

Reader's Score: 7

Competitive Preference Priority 2 - Using the Resources of the National Parks

1. Applicants that propose to develop innovative and comprehensive programs using the resources of the National Parks, including, to the extent practicable, through coordination or alignment of activities with the National Park Service National Centennial Parks initiative.

Strengths:

- A number of National Parks Service sites are utilized in meaningful field based learning experiences during the summer institutes.

Weaknesses:

Not applicable.

Reader's Score: 5

Status: Submitted

Last Updated: 08/14/2017 11:17 PM