

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

Status: Submitted

Last Updated: 08/18/2017 04:59 PM

Technical Review Coversheet

Applicant: California State University, Fresno Foundation (U422A170005)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Quality of Project Design	35	33
Significance		
1. Significance	25	23
Quality of the Management Plan		
1. Management Plan	25	23
Quality of the Project Evaluation		
1. Evaluation Plan	15	14
Sub Total	100	93
Priority Questions		
Competitive Preference Priority 1		
Supporting High-Need Students		
1. CPP 1	10	10
Sub Total	10	10
Competitive Preference Priority 2		
Using the Resources of the National Parks		
1. CPP 2	5	5
Sub Total	5	5
Total	115	108

Technical Review Form

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

Reader #2: *****

Applicant: California State University, Fresno Foundation (U422A170005)

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:

Develops body of effective teachers in American history and civics with a focus on California history and designed to serve the Hispanic population. Professional team has experience and skills for teaching high-needs students.

Partnership with FUSD so school district and University work together. This is a point that is often lacking in pre-service teacher training. In addition, other partners will provide instruction in research, literacy, archival and other skills, all of which are important skills for teachers, and students, to master as they are transferable to both college and career.

Incorporation of primary sources and use of UC Davis' California-history-social science project provide learning experiences outside of the usual curriculum. For students curriculum is designed to teach history and civics, but from a starting point that has relevance to the students. Inquiry-based learning is used. This is a successful method for teaching and engaging students, especially those who feel marginalized. (page e21)

Students and teachers will be exposed to historical thinking and practices, will receive instruction for experts in their fields.

Experiential learning and travel, both highly engaging and excellent ways to provide teachers and students with a larger world-view.

Teachers will select high needs students.

Cohort will meet 3-hrs a month for 6 months before summer so they will have a good background and foundation before the travel.

Content is excellent, nice variety of readings and topics. Inclusion of the the arts is wonderful. It is too often left out of curricula.

Weaknesses:

Application would be strengthened if there were more interaction between students and teachers to help inspire students. Seeing their teachers as learners is good for all students, but particularly for high needs students who may a great distance between them and their teachers.

It would be helpful to have more clarification of the students' roles and products.

Reader's Score: 33

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:

Develop capacity and connections among various organizations to support teachers and their work. This is the concept of PLCs.

PD is continued through the year. If PD is well done, this is extremely important since history teachers across the country are at the bottom of the pile in terms of receiving PD.

Experienced teachers will work with new and isolated teachers to provide them with support and guidance. Mentorships are an excellent way to build capacity, and rural areas in particular need the help. (page e32)

Students are selected based on high need. According to the grant definition, this includes students who need of special assistance and support, such as students who are living in poverty, who attend High-minority Schools, who are far below grade level, who have left school before receiving a Regular High School Diploma, who are at risk of not graduating with a diploma on time, and who are English language learners.

Library access after-hours gives students much flexibility to reach their learning goals.

Weaknesses:

It would help to know if PD will be informal, or if there is a plan to help assure that successful PD will actually take place.

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 and students will prepare before the trips. They will receive instruction and historical review so they will have knowledge of content to support their research and experiential learning, will begin to develop working in teams, will plan and/or do research, and develop plans for their projects (this applies to students and teachers).

Thorough timeline and well-defined responsibilities are provided. It is easy to follow the plan. Monies seem to be based on real needs.

Weaknesses:

It would help to have a chart to accompany the budget narrative so one can see all aspects of the budget at once. The narrative explains what the expenses are, but a visual format makes it easier to see everything at a glance.

Reader's Score: 23

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:

Both teacher/student learning AND program design are evaluated. This balance is importance since one needs to know if students/teachers are acquiring knowledge and skills, but one also needs to know if the framework/format of the program is one that works, particularly so that it might be replicated.

Understanding of formative/summative assessment shows that evaluators are looking for the right information.

Lesson plans will have rubrics to guide teachers work. This keeps everyone on the same page, makes assessment more equitable, and teaches teachers how to use rubrics with their own students so they will be able to have control over their own learning. Knowing what is expected of you is a big part of being able to deliver the "material" for which you are being asked. (page e62)

Varied instruments to measure learning gives stronger, more accurate results. Pre-post are more than multiple choice so teachers can evaluate writing and critical thinking skills. (page e63))

Weaknesses:

Survey data is referenced in the grant, but it is misidentified as a form of formative assessment. True formative assessment collected while institutes are in progress could allow for instruction to be re-adjusted to better meet the needs of all learners, particularly K-12 students, to be adjusted while the institute is still in progress.

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:**

Carefully considers the high needs students requirements. Program is designed around what supports students need to be successful.

Weaknesses:

None noted.

Reader's Score: 10

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:**

Visits to national parks provide experiential learning that enhances participants' understanding of the materials they are covering during lectures, readings and discussions. These visits help bring the content alive, enhancing the learning process and making the topics they cover more memorable.

Weaknesses:

None noted.

Reader's Score: 5

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Reader #1: *****

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Using the Resources of the National Parks		
1. CPP 2	5	5
Sub Total	5	5
Total	115	108

Technical Review Form

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

Reader #1: *****

Applicant: California State University, Fresno Foundation (U422A170005)

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:

REACHABLE, (Reimagine Educating: American Civics and History Academies for Better Learning and Engagement) is an innovative plan designed to meet the priorities of the Academies. The proposal emphasizes recruitment of high-needs students from Fresno Unified School District, the fourth largest district in California. Diversity of minority populations and incomes in is great in this central California region and there is a demonstrated need for educational programs focused on increasing graduation rates and relevant teacher professional development. Every teacher accepted into the program will be responsible for identifying at least two students in their school who would benefit from the Congressional Academy with priority going to students who might not otherwise have the opportunity to benefit from enriched summer study.

Strength of design is reflected in the organization of the Leadership Council of lead scholars, lead teachers, and representatives from the partnering organizations who will begin shaping curriculum and recruiting students and teachers in the fall, oversee the Academies, and continue to review data assessments during the following academic year and noting the improvements necessary for year two Academies.

A clear plan of collaboration of partners and duties is presented in the chart (p.8-9) and it is clear how they will work together to maximize the effectiveness of the project by assisting with teaching, conducting the research, overseeing literacy and archival skills, and accentuating civic education.

There is strong evidence that the plan is research based because the Leadership Council incorporates experienced faculty in teacher education; Fresno Unified teachers with M.A. degrees in History; content experts from CSUF; local experts from the Fresno Historical Society practiced in developing curriculum for school groups and qualified staff from the California History Social Science Project skilled in creating content driven pedagogy for history and social science teachers. The REACHABLE team is equipped to deliver up-to-date content-rich material to teachers and students from the FUSD Central Valley.

Weaknesses:

While college credits are not required for this program, the applicant may want to consider offering them to both teachers and students as an incentive to complete the program. Students would be more inclined to apply if there was an elective credit offered which could influence their grade point averages on college applications. Instead they will receive a certificate of completion while teachers are awarded two graduate credits.

The expected outcomes for students need further clarification. The details are not clear ...“At the end of each Congressional Academy, each student will have the opportunity to present his or her research in a public forum to

interested community members, teachers from the Presidential Academy, and the Leadership Council”(p.23). More details on the event would strengthen design.

Reader's Score: 33

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:

REACHABLE brings together local entities which have content connection but who do not regularly share resources. It is significant that REACHABLE will result in a sharing of resources, content, pedagogy, and skills during the grant period. As the project progresses and allow for continued development between the partners, the significance of creating a pool of shared resources in the community is great. For example, “California State University, Fresno provides at least fifty percent of the teachers through its credential program to Fresno Unified School District, but the two partners have not regularly collaborated on professional development” (p.13).

A significant feature of the grant is in the expectation that experienced teachers will be paired with new teachers and teachers in isolated and rural districts with the larger Fresno Unified School District, providing lifelong collaboration opportunities for teachers through the Academies. It is significant to teachers that there will be a communication and exchange of ideas through a new network of community partners such as the Fresno Historical Society and local museums and national parks to provide educational opportunities for their students. This will improve teaching methods and delivery of content.

Weaknesses:

The culminating student projects presented to the community partners connected to the Congressional Academy are based on content lectures and research, involving methods that may not accommodate different learning styles or the academic proficiency of the targeted population. A remediation plan to address this need would be a significant and beneficial addition for the students of the Academy.

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:

There is a strong management plan offered to achieve the objectives including timelines, clearly defined responsibilities and milestones for completing the tasks on time and within budget presented by the series charts. (p.39-42). The adequacy of the plan is detailed and includes key personnel and stakeholders and their qualifications to guide the Academies towards the intended goals.

There are strong mechanisms in place to check progress each year. This is the clearly the responsibility of the faculty, experts and community partners. An example is "the research analyst ensures time and skill needed to collect, validate, and analyze data, both qualitative and quantitative" (p.42).

Weaknesses:

The budget form included at the beginning of the application did not provide great detail (e6) or break down the services being provided..."travel" does not indicate the logistics or type of travel. However a chart in addition to the budget narrative would have provided much information and details about the overall budget.

Reader's Score: 23

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:

There are strong methods of quality evaluation outlined in the proposal that include the use of objective performance measures clearly related to the outcome of the project. One component is an educational assessment to measure the learning of teacher and student participants in the Academics. Quantitative pre/post tests, qualitative rubrics measure quality of student research projects and teacher lesson plan product) and formative measures provide performance feedback and are clearly detailed and expectations defined (p.46-49)

The second component, in coordination with the Office of Institutional Effectiveness at Fresno State, is the programmatic evaluation to measure the degree that implementation of the program matches the program's mission, goals, and structure. Information will be used to guide necessary changes and needed adjustment during the years of program implementation.

Together the two components combine to form is a solid plan of evaluation and generate appropriate essential data.

Weaknesses:

Survey data is referenced in the grant, but it is misidentified as a form of formative assessment. True formative assessment collected while institutes are in progress could allow for instruction to be re-adjusted to better meet the needs of all learners, particularly K-12 students, to be adjusted while the institute is still in progress.

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:

By drawing all teachers and student participants from Fresno Unified School District, the REACHABLE proposal will be able identify high needs schools in the rural and populated cities. FUSD is the 4th largest district in California and there is extreme diversity of income and cultural heritage.

Weaknesses:

None

Reader's Score: 10

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 proposal meets Competitive Priority 2 and presents a developed innovative and comprehensive programs using the resources of the National Parks

The plan details the 3-day immersion learning experience in Yosemite National Park and other NPS sites such as. Yosemite National Park, Death Valley, Manzanar, César Chávez, Fort Baker/Presidio, Angel Island, Rosie the Riveter WWII National Home Front.

Weaknesses:

None

Reader's Score: 5

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Last Updated: 08/16/2017 01:47 PM

Technical Review Coversheet

Applicant: California State University, Fresno Foundation (U422A170005)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Quality of Project Design	35	33
Significance		
1. Significance	25	23
Quality of the Management Plan		
1. Management Plan	25	22
Quality of the Project Evaluation		
1. Evaluation Plan	15	14
Sub Total	100	92
Priority Questions		
Competitive Preference Priority 1		
Supporting High-Need Students		
1. CPP 1	10	10
Sub Total	10	10
Competitive Preference Priority 2		
Using the Resources of the National Parks		
1. CPP 2	5	5
Sub Total	5	5
Total	115	107

Technical Review Form

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

Reader #3: *****

Applicant: California State University, Fresno Foundation (U422A170005)

Questions

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(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:

Desired outcomes for student and teacher participants are clearly outlined on page 5 of the project proposal.

A theme for each year's institutes is clearly articulated, and content includes both core historical narrative and inclusion of "hidden voices."

Place based learning is emphasized in the institute, which each year's program visiting historic sites of significance in alignment with the year's theme.

The program design, which matches a participating teacher with two high needs students of their choosing, builds in a natural connection between the student and teacher institute and an inherent level of supervision by the teachers of their student participants.

The content of the institute uses local landmarks and historical events as a means to teach global and national concepts of history and civics.

The program design uses teacher leadership to influence the design and operations of the program and to provide mentorship for younger and newer teachers.

Weaknesses:

- It is unclear if the "two units of graduate credit" awarded to teachers at the end of the institute references two graduate credits or two graduate level courses, and if the credit will be masters level credit from Cal State-Fresno. If it is indeed only two credits, could it be increased to three, which would be the typical credit bearing designation of one course and could help attract a wider and deeper pool of teacher applicants to the program?

- It seems that students participating in the project would also benefit from the awarding of credit. The applicant may want to consider offering undergraduate credits to students as incentive to complete the program. This would be much more valuable to the student than a certificate of completion and would help to tighten the objectives for the student institute component of the project.

Reader's Score: 33

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:

This project would have a profound impact on one high-needs community in California, and would enhance a partnership between the local university and school district in Fresno.

California's history is used as a gateway to our nation's history and civic trajectory. As history of the American West is often under-emphasized in conventional texts, this would give teachers and students a chance to learn in depth about the history of their region.

Weaknesses:

It is unclear how information about this project be shared with other communities, where it could be used as a model. Putting a plan in place for dissemination of best practices in this project would increase its nationwide or regional significance.

The Congressional Academy emphasizes based learning on a daily basis. This may be tedious and inaccessible to students who are less academically able or who have limited attention spans. More hands-on learning and exploration of historic sites would make the program more meaningful and effective for a wider range of students with varied learning styles.

Reader's Score: 23

Selection Criteria - Quality of the Management Plan

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(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 leadership council, detailed on page 4, outlines the role of a team of university academics and teachers in shaping and managing the program over a five year period.

An operational plan, including daily activities, due dates, and readings, is outlined on pages 13-35, and it is clear that this project feels "ready to go" upon potential approval. Time is allotted for teacher work and collaboration. The student schedule is developmentally appropriate and includes time for hands-on activities, and dorm accommodation is provided for students.

Lead teachers, academics, and program administrators are identified by name and seem appropriately qualified. The responsibilities of all individuals and organizations involved with the project are clearly identified.

Letters of support from all partner organizations named in the grant are included in the proposal.

Weaknesses:

Budget expenses are detailed in narrative form in the appendix, but a simple chart showing expenses and totals would aid in providing clarity on use of all federal monies in the project. A more granular budget with line items would provide a more clear vision of the plan for the program and would show how that plan aligns with planned expenditures of the project.

Reader's Score: 22

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 plan is in place for the leadership council of the project to meet regularly throughout the year to revise and reflect on programs as they are in progress- a formative assessment of sorts.

Teacher work product, a lesson plan, and student work product, a research paper, is used as a key artifact for evaluation. Evaluators affiliated with Fresno State are identified in the project narrative.

The ability to use "pipeline data" to track student participants in the project who enroll at Cal State Fresno is a unique and innovative attribute of this project.

Weaknesses:

Survey data is referenced in the grant, but it is mis-identified as a form of formative assessment. True formative assessment collected while institutes are in progress could allow for instruction to be re-adjusted to better meet the needs of all learners, particularly K-12 students, to be adjusted while the institute is still in progress.

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:

Compelling information is provided about the high-needs composition of the district and region as well as the mission of serving Hispanic students the university. The content of the institute thoughtfully designed to align with the student profile of the Fresno students, with heavy inclusion of California's diverse peoples in the topics and daily plans for learning.

Weaknesses:

None noted.

Reader's Score: 10

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 use of National Parks Service locations in California is clearly included in the narrative, in meaningful ways that enhance the plan for the project. Over the course of the project, students and teachers will have the opportunities to visit a wide range of iconic places in California that they may never have before seen.

Weaknesses:

None noted.

Reader's Score: 5

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