

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

Status: Submitted

Last Updated: 08/18/2017 05:07 PM

Technical Review Coversheet

Applicant: Kentucky Educational Development Corporation (U422A170006)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Quality of Project Design	35	27
Significance		
1. Significance	25	21
Quality of the Management Plan		
1. Management Plan	25	22
Quality of the Project Evaluation		
1. Evaluation Plan	15	13
Sub Total	100	83
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	96

Technical Review Form

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

Reader #2: *****

Applicant: Kentucky Educational Development Corporation (U422A170006)

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:

Content focuses on American history and civics, which directly relates to the subject of the grant.

Some students are able to have the experience of a trip to D.C., which will solidify their learning.

Use of research to support program claims re: (ii) shows knowledge of the requirements of strong PD. Using job-embedded PD is likely to improve teachers' content knowledge and pedagogy skills.

Standards based lesson plans are used with the students. This is important because most counties and schools require their teachers to base their curricula on state standards. Standards give teachers a framework to guide their instruction.

Weaknesses:

Research studies have shown that online learning is not the most effective way to teach, so too much emphasis on online learning may detract from the success of the program.

Criteria for teacher and student selection are not particularly strong and do not fully address high needs students.

Students, who are the most in need of real experiential learning and travel get much less than teachers. For students to be engaged in civics they need to be involved. A debate is not likely to be enough in terms of experiential learning.

During the same year it is probably not best to have all students attend the lectures and but only a few get to go to DC. In terms of fairness and equity all or none should be able to have the travel experience, especially with high needs students who already feel less included than their peers.

The scope of the project is quite broad, which could impede rigorous, systematic learning. Especially with high needs students who need to focus on one area, in depth, do research, develop a product and synthesize what they have learned so they can strengthen their critical thinking and analytical skills.

Too many partners seems to create a scattershot method to the program.

Steps to high quality PD are present, but the method of delivery (on-line) and the lack of depth may hamper the quality of the PD.

Reader's Score: 27

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 program works to build capacity to reach numerous students in the target population. Lesson plans will be shared online and at a variety of gatherings.

The plan address gaps in service which improves the overall services that are provided to the target population.

Teachers will receive instruction in peer mentoring so they can then work with colleagues who have not attended the academies.

Weaknesses:

Strong results are predicated on teacher and student engagement and desire to participate in the program. The amount of work required of both teachers and students, and the seeming lack of engaging content (especially for the students) could hamper interest in the program.

It would help to have an example of a lesson that teachers might develop that will catch students' attention and include them in the learning process, particularly for students in the high needs population. Teachers and students who are not engaged will not be interested in participating or following up.

Reader's Score: 21

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 plan is detailed and includes the elements of strong plan. The roles and responsibilities of the team are well defined, activities are listed and scheduled to be sure they occur on time, milestones are explained and accounted for so that everyone can be "on the same page," and qualifications of "staff" are well documented to assure that teachers and students receive a sound, rigorous experience.

Train-the-trainer model using mentors is designed to increase capacity and provide support to teachers.

Weaknesses:

Focus is on tools, mechanisms, numbers, meetings, obligations and paperwork, but there is not enough explanation of how the content (most of it from outside entities) and wide variety of resources are coordinated. Plan does not do enough to address the needs of the students Program seems clinical and soul-less where it should be interesting and people-oriented.

Breadth rather than depth is stressed. In a program such as this, it is not practical to cover many, many elements. A systematic, in-depth plan that covers the essential elements of the program is likely to be more useful, sustainable and replicable.

It seems that there is too much is going on within this grant, which may account for the high personnel expenses are high. The large number of partners and large number of resources/activities may decrease the focus of the learning experience and is likely to dilute the effectiveness of the program.

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:

Multiple measures are provided. This helps assure the objectivity of results since there is less chance of bias or misinterpreting results. Baselines are established, which helps to assess progress. The steps of the evaluation are clear. The various elements of the evaluation provide for a thorough, balanced evaluation.

Weaknesses:

The plan is clearer for the teachers. While it is the teachers who guide instruction and remain in the school longer, allowing them to reach large numbers of students, the students directly involved in the program need to receive a rigorous experience that will benefit them directly and immediately, necessitating an in-depth plan for them as well.

The evaluation may focus too much on quantitative data. It is likely the evaluation could be streamlined, reducing some of the data gathering and use.

Since the materials and the assessments are from “vendors,” but not the same “vendors,” it is difficult to know if the assessments will truly reflect student/teacher learning of the material.

Reader's Score: 13

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:

Application shows that the high needs areas have been researched thoroughly and that this population has been taken into account in creating the program.

Weaknesses:

How the knowledge content will be delivered will make a difference if the needs and interests of the students are not being met. It is unclear if learning styles will be taken into consideration to ensure students are engaged in learning. The Capstone final project is not clearly defined in the narrative.

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:

National Parks provide on-site opportunities for teachers to experience the place as well as to take advantage of the resources specific to each place.

Some students travel to D.C. to experience first-hand how government works.

Weaknesses:

None noted.

Reader's Score: 5

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Technical Review Coversheet

Applicant: Kentucky Educational Development Corporation (U422A170006)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Quality of Project Design	35	27
Significance		
1. Significance	25	22
Quality of the Management Plan		
1. Management Plan	25	21
Quality of the Project Evaluation		
1. Evaluation Plan	15	11
Sub Total	100	81
Priority Questions		
Competitive Preference Priority 1		
Supporting High-Need Students		
1. CPP 1	10	9
Sub Total	10	9
Competitive Preference Priority 2		
Using the Resources of the National Parks		
1. CPP 2	5	5
Sub Total	5	5
Total	115	95

Technical Review Form

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

Reader #1: *****

Applicant: Kentucky Educational Development Corporation (U422A170006)

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:

American Success through Purposeful Instruction and Rigorous Education (A.S.P.I.R.E.)

The A.S.P.I.R.E proposal is devised to increase the historical knowledge, skills and dispositions of inexperienced high school American History teachers. The selection criteria outline is an excellent strategy for including teachers that are in most in need of professional development in their subject area. Instructors from high needs schools, teaching outside their certification, not highly-qualified in Special Education, have less than 5 years teaching experience and lack of exposure to American History professional development in the past year are given priority (p.15).

The Kentucky proposal meets the priorities established by the competition and has established a strong plan for collaboration with partners experienced in preparing professional development.

KEDC is an educational cooperative that provides professional development to over 60 school districts since 1965 through sub-contracting with outside agencies. KEDC will design and deliver the quality Professional Development for teachers (p4)

Student Curriculum is designed by the Martin School of Public Policy and Administration, (p.16)

During the school year, students of participating teachers will also participate in Kentucky Youth Assembly (KYA), Kentucky United Nations Assembly (KUNA) and National History Day projects (minimum 30 hrs.).

Each partner has submitted evidence of up to date research and effective practices within their respective fields (p.110-140) as evidence of qualifications and excellent results working with school districts in Kentucky.

Weaknesses:

The Congressional Academy design needs additional clarification. The narrative does not offer a clear rationale as to why teachers and students are not introduced to the same topics and site based trips. The teachers learn about history and students engage in the study of civics and government.

The collaboration partners are abundant but they do not seem to be working together to maximize potential outcomes gained by pooling resources through a streamlined plan. There are many moving parts and it is unclear from the narrative how they work together. Application would have been strengthened if some of the budget documents were included here to support the project design.

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 a significant need to address the lack of educational opportunities and preparation for 21st century jobs in the high needs high minority schools. Kentucky has identified numerous districts that are failing because of a lack of regional professional development opportunities of teachers. There is evidence cited that this is putting their students at a disadvantage academically and eventually economically. Because the teachers are not equipped to introduce engaging lessons that advance student learning, students do not gain academically. The Presidential Academy curriculum has great significance if it meets and addresses this lack of academic teacher preparation and field experience. Professional development will increase the knowledge at each teacher's disposal, as well as their arsenal of teaching pedagogy and evaluation. The proposal speaks to Kentucky student underachievement in US History and Civics and need for enhanced teacher classroom preparation.

Weaknesses:

The requirements that teachers must meet may be difficult to be accomplished in one year. Teachers are encouraged to attend all the summer academies but there is little monetary or academic advantages offered to guarantee application demand.

There is lower significance if teachers do not complete all five years of the Academies program. One year of professional development will not significantly improve teacher and student achievement as only one historical era is studied in depth. The National themes of the Congressional Academy could mean missed opportunities to connect studies in civic engagement to local government and public policies in Kentucky.

Only 50 students will be selected for the Washington D.C. field trip out of 175 each summer. This call into questions fairness and may prevent some students from wanting to participate and/or complete the program.

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 Advisory Council will consist of the following: Project Director, College partner/historian, NCHE staff (via online), KEDC CIO, KEDC Social Studies Consultant, KDE Representative, a Project Coordinator, a student representative from a minimum of four schools, Museum Historian, Evaluator, minimum of four History/ Civics Teacher, and minimum of four district Superintendent (or designee).

Strong Management plans for reporting and maintaining evaluation milestones provide annual checks on the quality of project services and progress toward attaining project goals, objectives, and outcomes is apparent in the charts and narrative..

Surveys of students and teachers involved in project instruction will provide evidence of the quality of implemented activities and allowances will be made for adjustment. Ongoing data collection over the academic year and analysis reports ensures data-driven decision making and continuous project improvement based on data analysis.

Weaknesses:

The management plan is concentrated on teacher professional development and partnerships are strong to achieve this. However, little details are included in the Congressional Academies as to what they are doing and why. The organizational charts rarely address student milestones. The daily activities and environment of students needs clarification as to travel logistics, chaperones, housing and planned daily activities. (p.36-38).

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:

Quantitative and qualitative performance measures and evaluations will be used to assess if A.S.P.I.R.E. is being implemented in the schools as planned and to provide feedback to project staff as to the outcome goals and if they meet teacher/student expected gains. The quantitative and qualitative evaluation data will be collected and reported to the Advisory Council quarterly (p.42-46). Pre/post test include AP History and Civics test questions for teachers and NEAP American History tests for students.

Weaknesses:

Evaluation tools are not aligned and created specifically to test knowledge of curriculum content taught through the Presidential and Congressional Academy course contents over the course of the year or during the summer. Instead the evaluation is relying on standardized tests to measure if the project met its goals. Evaluation not targeted to what is being learned.

The evaluations focus more on teachers than students taking standardized tests.

The data generated may not clearly indicate if project met its goals.

The use of graduation rate increase is weak because of the numerous factors that affect this measurement beyond the control of the teachers.

Reader's Score: 11

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:

The project is designed to improve academic outcomes for high needs students and who will be selected based on the criteria. The professional development offered to teachers of this population will translate to better teaching methods in the classroom and increased student exposure to quality lessons.

Students will be exposed to life on a university campus and will be influence positively by the experience. This could increase desire to graduate and understand the need to continue education and result in better job opportunities for high needs students.

Weaknesses:

The teachers and students are not attending the same content-based academies; each will be separate on academic programs that do not cover same material. There is no commonality between teacher/student knowledge so there will be no collaboration during the academic year.

How the knowledge content will be delivered will make a difference if the needs and interests of the students are not being met. It is unclear if learning styles will be taken into consideration to ensure students are engaged in learning. The Capstone final project is not clearly defined in the narrative.

Reader's Score: 9

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 onsite visits use the resources of the National Parks and Historical sites.

Experiential site-based activities involve Gettysburg National Military Park, Abraham Lincoln Birth Place, the National Constitution Center, the Rendell Center for Civics and Civic Engagement, the Library of Congress, Colonial Williamsburg. Teachers will benefit professionally and personally through exposure to sites relevant to their classroom experience the following year.

Weaknesses:

None

Reader's Score: 5

Status: Submitted

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Technical Review Coversheet

Applicant: Kentucky Educational Development Corporation (U422A170006)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Quality of Project Design	35	29
Significance		
1. Significance	25	21
Quality of the Management Plan		
1. Management Plan	25	22
Quality of the Project Evaluation		
1. Evaluation Plan	15	12
Sub Total	100	84
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	97

Technical Review Form

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

Reader #3: *****

Applicant: Kentucky Educational Development Corporation (U422A170006)

Questions

Selection Criteria - Quality of Project Design

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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:

Each year of the teacher program has a defined content area of focus and theme, and a historical site visit thoughtfully matched with the theme.

The monthly sessions and summer institute are outlined in an operational plan which includes topics emphasized and corresponding readings.

The student institute gives participating students a chance to engage in place-based-learning in Eastern Kentucky, and in Washington, D.C.

Academic research is cited and used to inform the design of the program.

Weaknesses:

In some years, conventional historical narratives which parallel a typical textbook are emphasized; it is likely that professional history teachers and even high school students are already exposed to these topics.

This is a project that tries to do a lot with a tremendously large pool of organizational partners and school districts served. "Doing less" could actually be more impactful- focus on more time with a smaller number of students and teachers from a smaller number of districts, and work with a more limited number of historians who participants get to know well by working with them more frequently throughout the duration of the project.

Reader's Score: 29

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:

A large number of school districts are included in the coverage zone and eligible for participation in the project, giving teachers an opportunity to collaborate with others outside of their own districts, and having a potentially significant regional impact in Kentucky.

Survey data used to show need for this project demonstrates weak historical learning and preparation among many teachers eligible for inclusion in the project; their capacity could be markedly improved by participation in the project.

A large participant cohort each year ensures high impact across a wide region of Kentucky.

Weaknesses:

Connecting local history of Kentucky to the national themes emphasized in each year of the program would add meaning and depth to the institutes; not doing so is a missed opportunity for student and teacher learning.

Because the project is chronologically organized, a participant who participates in only one year of the project would have only knowledge gains in one chronological span of American history that they may or may not teach.

Reader's Score: 21

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 thoughtful selection process, outlined on page 14 and 15, targets teachers who serve high needs populations within the collaborative and teachers who could most benefit from the enrichment of the program. A parallel selection process for students is outlined.

An advisor council includes stakeholders from all participants in the grant, including student representatives.

Project staff responsibilities are outlined in the project, and a project coordinator and program director are identified who have experience running similar programming for teachers and working with students.

Letters of support from all partner institutions are included in the proposal.

The budget narrative and accompanying detailed grid includes careful accounting of necessary items such as travel costs to remote, rural partner districts.

There is clarity in compensation; teachers will be paid a \$1600 stipend and students will be paid a \$400 stipend for each year of participation; this may help with recruitment of a strong pool of applicants.

Weaknesses:

The plan for the student academy is less detailed and operational than that of the teacher academies. It would be helpful to know how such a large number of high school students in university housing will be supervised, and what entertainment options they will be provided with when not in class.

While not required by the program, offering graduate credits to teacher completers and undergraduate credits to student completers would strengthen the rigor and impact of the program. It would be worth limiting the size of the cohorts, both to allow for more personalized communication between and with participants, but also to facilitate available funds to potentially pay for university credits out of the grant's funds.

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:**

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(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 evaluator is identified and has extensive experience as an evaluator of Teaching American History grants.

Multiple measures of evaluation are used, including teacher work products, pre and post tests, etc. Both quantitative and qualitative evaluation data is used.

Weaknesses:

AP US exam questions are not necessarily an appropriate measurement tool, as it may be a class that few students have taken or that few participating teachers actually instruct.

Some points for measurement, including high school graduation rates, seem to have a weak causality between participation in the project and the outcome being measured.

Reader's Score: 12

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:

Clear selection priorities are outlined for both student and teacher participants, and would draw participants who are in need of content enrichment.

Weaknesses:

It is possible, particularly given the lengthy and comprehensive application, that many students selected may not be from high needs backgrounds.

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:

Each year of the program, site visits to National Parks Service sites are included in the project—their selection is aligned thoughtfully with the themes of the program for that year.

Weaknesses:

None noted.

Reader's Score: 5

Status: Submitted
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