(CFDA) 84.422A

Applicant Name: Kentucky Educational Development Corporation	Application Number U422A2100 001 _

Summary Ratings		
	Maximum Points	Score
A. Quality of the Project Design	35	33
B. Need for the Project	25	25
C. Quality of Management Plan	20	20
D. Quality of the Project Evaluation	20	18
Selection Criteria Total Score	**100**	96
Competitive Preference Priority #1	3	3
Invitational Priority #1	Yes/No	Yes
Invitational Priority #2	Yes/No	No
Total	**103**	99

Part I. Selection Criteria

A. Quality of the Project Design (35 points)

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 demonstrates a rationale. (20 points)

(ii)   The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition. (15 points)

(Maximum Points 35)   Reader's Score: _____33

Overview:
The applicant proposes a project design which demonstrates a rationale for funding and implementation. The project components are well aligned with the state history curriculum that seek to provide high quality educational programs and services for students and teachers yet does not describe the civics portion until the appendices. Project proposes a viable approach to address the priorities established for this competition. The logic model includes project objectives and describes the approach to meeting the priorities but does not address all program features.

Supporting Statements:

Strengths:

(i)   The applicant includes a logic model which illustrates the alignment between objectives, resources, activities, outputs, and outcomes. The proposed project presents a clear rationale for why the project should be funded. The applicant designed a project grounded in up-to-date research (Page e91) Applicant explicitly outlines partners who will maximize the project effectiveness. (Pages e17, e41)

(ii)   The proposed project clearly describes a quality plan for project implementation. The project seeks to improve student achievement and rigorous academic standards by using current educational priorities that exceed state standards in the history, civics and government subject matter areas (Pages e20, e24-e31). The applicant has designed a professional development program that is classroom focused. (Pages e22-23) The applicant has developed a history program to support local high need districts that will also provide equitable educational opportunities. (Page e32, e41).

Weaknesses:

(i)   The logic model does not address all program features but includes the necessary components. (Page e91) For example, the short-term and long-term effects but it does not demonstrate how they are connected and whether the short-term effects are necessary for the long-term effects to occur.

(ii)	The applicant does not comprehensively state how participants will be prepared to teach students to be civically engaged until the appendices. (Pages e128-e129)

B. Need for the Project (25 points)

The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the following factors:

(i)   The magnitude or severity of the problem to be addressed by the proposed project. (8 points)

(ii) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (10 points)

(iii) The extent to which the services to be provided by the proposed project are focused on those with greatest needs. (7 points)

(Maximum Points 25)   Reader's Score: _____25____

Overview:

The applicant demonstrates a clear need for the project and clearly identifies the problems to be addressed. The applicant outlines grant activities that will address specific weaknesses in services and identified gaps. The application describes how the proposed project is appropriate to, and will successfully address, the needs of the target population and other identified needs.

Supporting Statements:

Strengths:

(i)   Applicant demonstrates the lack of professional learning opportunities for teachers as 77% said they had not attended any American history or Civics professional development activities in the last year. (Page e43)

(ii) Applicant provides data to support the need for more history and civics training in the target areas and provides a lengthy table on gaps and weakness and how they will be addressed. (Page e46).

(iii) The applicant clearly demonstrates how the partner districts have significant high-need student population that perform below average on state assessments. (Page e41) Recent data provided suggests that students are performing at below proficient levels. (Page e42)

(iv) Applicant will recruit teachers based upon needs assessments of districts and the lack of preparation such as teaching out of certification and little opportunities for professional learning. (Page e32) Applicant has formed an advisory board with

district partners to further assess teacher professional development needs and propose solutions and next steps. (Page e96)

Weaknesses:

(i)   There are no weaknesses.

C. Quality of the Management Plan (20 points)

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 procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

(Maximum Points 20)   Reader's Score: _____20

Overview:
The applicant describes a comprehensive management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, and timelines for accomplishing project tasks. The proposed project provides for a management plan that outlines the tasks, activities, responsible party, and the timeline for each of the activities. The proposed project does include defined milestones for all 5 years of the proposed project.

Supporting Statements:

Strengths:

(i)   The applicant provides an extensive management plan, with clearly articulated goals, measurable objectives and expected outcomes. The applicant clearly articulates the leadership, fiscal oversight, and responsibilities (Page e51). A chart summarizing activities and responsibilities is found on page e96.
(ii)   The budget and its accompany narrative describe in detail the anticipated costs for personnel, contracted services, materials, and travel. (Pages e118-e134). To meet the matching requirements, school districts agree to pay teachers for their time in collecting data: "School Districts have agreed to allow teachers to contribute to TDL for this project and allow this to be claimed for cost sharing toward the goals

of this Grant." This is an innovative way of combining regular teaching duties with the applicant's program needs while documenting the amount time teachers will be spending on the project. (Pages e120-e121)

(iii) The applicant combines its milestones and continuous improvement management with a thorough discussion how these are linked. (Pages e51-e57).
Noteworthy is that there will be monthly meetings between participating teachers and administrators to discuss data and implement corrections frequently. (Page e57)

Weaknesses:

(i) No Weakness Noted
(ii) No Weakness Noted

D. Quality of the Project Evaluation (20 points)

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.

(Maximum Points 20)   Reader's Score: _____18

Overview:
The applicant provides a comprehensive plan that both evaluates the proposed project and allows for continuous feedback and course correction as needed. In addition, the project evaluation is extensively detailed with timely data reports to inform program developments. There is a missed opportunity in that voter registration and participation patterns are not part of the evaluation study.

Supporting Statements:

Strengths:

(i)	Evaluation measures are extensive and presented around specific concerns. The first table orders data around 5 key questions such as "How can academies increase teacher content knowledge?" Next to the question are columns for major benchmarks, methods, outcome measures, and timelines. (Page e58)
(ii)	A key element of program evaluation is the full and explicit discussion of data sources and analysis and their benchmarks, relevant sources, and data collection timelines. (Page e60)
(iii)	The final table of data analysis includes how periodically assessment of progress will be used as performance feedback and the types of reports and timeline of reports are explicit and predictable. (Page e62)

Weaknesses:

The evaluation could be more explicit about the growth of student civic participation such as voter registration and participation patterns among youth who turn 18. In addition, a valuable partner would be the local registrar of voters and understanding the available data.

Part II. Competitive Preference Priority

Competitive Preference Priority 1: Using the Resources of the National Parks (Up to 3 points).

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.

Note: The Department recognizes that the National Park Service Centennial occurred in 2016, and that consequently it may not be feasible to coordinate activities with this initiative. However, applicants can address this priority by proposing to develop innovative and comprehensive programs using other resources of the National Parks.

(Maximum Points 3)   Reader's Score: _____3

Overview: The applicant uses National Park Service resources.

Supporting Statements:

Strengths:
The applicant integrates National Park resources (Page e18) and explains how National Park resources, such as Gettysburg, will be used every summer for teachers and students. (Pages

e14, e30-31) This will ensure that experiential learning aspect of the program will be based in actual historical places.

Weaknesses:
There are no weaknesses.

Part III. Invitational Priority #1

Invitational Priority 1: Projects that Incorporate Racially, Ethnically, Culturally, and Linguistically Diverse Perspectives into Teaching and Learning. (Yes/No).

Projects that incorporate teaching and learning practices that reflect the diversity, identities, histories, contributions, and experiences of all students and create inclusive, supportive, and identity-safe learning environments that--

(a) Take into account systemic marginalization, biases, inequities, and discriminatory policy and practice in American history;

(b) Incorporate racially, ethnically, culturally, and linguistically diverse perspectives and perspectives on the experience of individuals with disabilities;

(c) Encourage students to critically analyze the diverse perspectives of historical and contemporary media and its impacts;

(d) Support the creation of learning environments that validate and reflect the diversity, identities, and experiences of all students; and

(e) Contribute to inclusive, supportive, and identity-safe learning environments.

Overview:
Yes. There are many historical units that discuss the diversity of the United States and the struggles for racial equality, gender equity, and economic fairness but this is not found explicitly in all of the modules.

Supporting Statements:

Strengths:

The module that is titled Turning Point Theme explicitly focuses on race, gender, and class. Noteworthy is the willingness to confront discrimination and inequality in U.S. history. (Page e27, e30)

Part III. Invitational Priority #2

Invitational Priority 2: Promoting Information Literacy Skills (Yes/No).

Projects that describe how they will foster critical thinking and promote student engagement in civics education through professional development or other activities designed to support students in--

(a) Evaluating sources and evidence using standards of proof;

(b) Understanding their own biases when reviewing information, as well as uncovering and recognizing bias in primary and secondary sources;

(c) Synthesizing information into cogent communications; and

(d) Understanding how inaccurate information may be used to influence individuals, and developing strategies to recognize accurate and inaccurate information.

Overview:
Yes. There is discussion of how to use historical sources and the application refer to the need for media literacy in a contemporary context but there is not a discussion of the internet and social media has allowed for the proliferation of unreliable and deceiving information.

Supporting Statements:

Strengths:
There is discussion of using electronic media sources and the need to guide students in their finding of sources. (Page e46) Some letters of support such as from Nancy Hutchison of the Kentucky Education Development Corporation mention media literacy strategies. (Page e71)

Weaknesses:
There is not an explicit discussion of modern media and the challenge of internet resources and social media discussions and why some website are reliable and others are not. In addition,

there is not explicit discussion of how social media platforms can be an unreliable source of information and a tool to deliberately spread misinformation.

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Applicant Kentucky Education Development Corp.	Application Number U422A2021 _001 _ _

Summary Ratings		
	Maximum Points	Score
A. Quality of the Project Design	35	35
B. Need for the Project	25	20
C. Quality of Management Plan	20	15
D. Quality of the Project Evaluation	20	17
Selection Criteria Total Score	**100**	83
Competitive Preference Priority #1	3	3
Invitational Priority #1	Yes/No	yes
Invitational Priority #2	Yes/No	yes
Total	**103**	84

Part I. Selection Criteria

A. Quality of the Project Design (35 points)

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:

(iii) The extent to which the proposed project demonstrates a rationale. (20 points)

(iv) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition. (15 points)

(Maximum Points 35)   Reader's Score: ____35___

Overview:
The project design is complex with multiple project components serving students, teachers and administrators. The components are well presented and detailed with specific hours of assistance provided for each and the expected impacts identified. (p, e19-e32))

Strengths:
ii. The project is an exceptional approach to the priority established for the competition. The structure of the project is detailed and comprehensive, providing training for teachers, administrators and students in multi-faceted segments serving the overall goals of the project. For example, the partnership of 10 organizations led by the Kentucky Education Development Corporation provides 30 hours of professional development during the school year to teachers in a face- to face format using web hosted formats. (p. e19) The use of courses in 12 online sessions is described in detail. The summer presidential academies provides 40 hours of training to teachers in a 5 day format with exceptional, identified historians and then a follow-up sessions of 4/5 days using an immersion approach. (p. 8-15) The nest segment is a 40 hour immersion academy onsite in locations such as the Library of Congress or Ellis Island among others where teacher immerse themselves in research related to historical events. The description is detailed and comprehensive. (p. e21) The School Improvement Network Walkthrough provides administrators with training and an approach to observe teachers in action. A useful and well presented approach. finally, the design provides a plan for 5 years where identified topics are addressed with approaches to promote student engagement in learning. The use of web based training site with lesson and resources are used to plan instruction. In all, 98 hours of teacher training is provided and is substantial and demanding in structure and content. (p. e31) A well developed criteria for teacher selection is presented along with administrator training for observations of teachers. The Congressional Academes for students are well described serving 75 students annually with 40 hours of well designed instruction who are highs needs students living at the poverty line, at risk of failure, and low graduation rates along with poor performance on state tests. (p. e31)

Weaknesses:
I. None noted.
Ii. None noted.

B. Need for the Project (25 points)

The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the following factors:

(iv)   The magnitude or severity of the problem to be addressed by the proposed project. (8 points)

(v)   The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (10 points)

(vi)   The extent to which the services to be provided by the proposed project are focused on those with greatest needs. (7 points)

(Maximum Points 25)   Reader's Score: __20_____

Overview:
The need for the protect is presented with research to support specific project components, and some data showing the need for the target group in education and instruction.
Some gaps in services are provided to support need. (p, e37-e45) However, data is not provided to show that students with the greatest need are served in the project.

Strengths
The need for the project is presented with research cited to support professional development and its impact on improved student achievement. For example, the work of Papay, 2010 supports teacher training in the content of a discipline and its impact on student performance. This research is discussed in the proposal. In addition, the work of Ronfeldt, et.al., 2015 supports the use of collaborative learning to improve student achievement. Discussion of the research of Darling-Hammond, et. al. 2009 linking student improved achievement to professional development is well presented. Finally, Guskey, 2010 is cited to link teacher professional development to increased teacher competence. (p. e37-e39)

ii. Gaps and weaknesses in services are identified and will be addressed by the proposed project. For example, the proposal states there is a problem of students who are homeless, living in poverty and experiencing academic challenges. In the project, 9,354 students will be served along with 250 teachers. The proposal notes that 45% of students are not proficient based on low state test scores. The data from the KPREP of Social studies lists student scores in 8 districts. These scores range in proficiency from 39.3% to 56.55. (p. e 41) Each of these districts has targeted Social Studies as needing improvement in terms of student achievement levels. A survey of teachers shows that 64% of teachers never used visual discovery in instruction, ad 49% never used character interpretation. The lack of professional development is presented with 77% of teachers surveys sating they had no professional development in American History and 23% said they secured PD though AP course training. This needs assessment led district to include the Academies proposal in their strategic plans. (p. e43) The gaps and weaknesses in teacher preparation, knowledge of teaching techniques and in student performance are presented in the proposal.

iii. The planned services are focused on those with the greatest need. Student's to be served are at risk of failure in school and are described as economically disadvantaged. The services will include providing teachers ESSA strategies for use in history classes and providing teachers with a portfolio of how to handle this integration. The project will provide American History Civics lessons which are standards-based. Teachers will be trained in the use of peer mentoring and will network with other teachers of American History (p. e45) Teachers have said they lack membership in professional associations. Therefore, teachers will join the National Council for Historical Education. The project will use a Advisory Council. The role of the Council is to monitor project progress. A table linking objectives of the project to performance measures and then to outcomes is provided. For example, in this table objective 1 is linked to 80% of teachers expected to be exposed to engaging teaching methods for students and teachers will meet bi-monthly with their peers to share strategies. (p. e47-e50) A further example is that 80% of teachers receiving PD will show an increase of 10% in year 1 in knowledge of content as measured by a pre and post test, AP/NAEP U.S. History Exam. (p. e48)

Weaknesses:
i. None noted.

ii. Data is not provided to support the service to disadvantaged students. For example, no family income data is provided for the target group of students to be served. No data is provided to show the number of students at risk of not graduating and the number at risk of dropping out of school. Such data is available in the districts to be served by the project and should be presented and discussed. Finally, data is needed to show the number of students using supplemental instruction and tutoring to continue in school. This data is needed to support the need for the project.

C. Quality of the Management Plan (20 points)

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:

(iii)   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.

(iv)   The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

(Maximum Points 20)   Reader's Score: _____15__

Overview:

The management plan is well developed and presented.
The plan provides an adequate budget, identified and able staff and a project timeline that is reasonable. The plan for monitoring project progress is presented. (p. e50-e57) However, no

timeline is provided for data collection and continuous improvement. However, several outcomes are not stated in measurable terms. No timeline is provided to ensure periodic feedback and improvement.

Strengths

i. The adequacy of the plan to achieve objectives on time and within budget is addressed well. The defined responsibilities, timeline and milestones are clearly identified. The proposal provides for the use of an Advisory Council with identified and well selected members. The role and responsibilities of the Council are presented and discussed. For example, the Director and Coordinator will serve on the Council. The council will monitor project progress to goal achievement and will assure all materials are procured. Business records and program records are to be reconciled monthly. (p. e50) The staff are identified with education and experience described. For example, the Project Director is to have a masters degree and ten years of experience in education and five years of experience in federal project management. The Coordinator is to have a masters degree and fifteen years of experience in education. This person also has experience as a mentor and experience in curriculum development. (p. 55)

Project milestones are identified to guide the project. For example, in September 2021, the Director will inform all partners of the award. (p. e52) Responsibilities of the Director are identified and are appropriate. For example, the director will direct program activities and interview and recommend staff for hiring. The Coordinator will recruit all teachers and set the observation schedule of teachers. (p. e 51)

The partner historian is identified and committed to the project. The evaluator is identified and has the experience for the position. KEDC has experience managing federal projects successfully and conducts a yearly audits of all financial reports. (p, e 56)

The project budget is clearly presented addresses all planned components of the proposal. For example, the Director's salary is listed at.33 FTE in year 1 at $34,307 and the Coordinator is listed at 1 FTE in year 1 at $80,245. In year 1, travel is listed at $10,500 to cover observations, weekly monitoring visits and education visits. Supplies are listed in year 1 at a cost of $74,100. This provides $3500 for copies, $900.00 for mailings and $8500 for technology use. Matching funds are identified with a daily rate for teacher time listed at a cost of $298.14 for 1 teacher and a cost of $6202.50 for 1 teacher to collect data and perform Technology Design Learning. The cost share is listed at $158,300 per year. (p. 53) The costs are reasonable for the planned project.

ii. Continuous feedback is mentioned. (p. e41) A chart is provided to show the flow of information in the project.

Weaknesses

i. None noted.

ii. No timeline is provided for when data is collected. The proposal states only that a survey of students and teachers will show the quality of project services. It is also stated there will be ongoing data collection and frequent meetings of teachers and administrators. A specific timeline is needed to ensure feedback is regular and the person to review and report

regarding the feedback collected should be identified. (p. e54) Discussion of the process and content to achieve continuous feedback and improvement is not fully presented.

D. Quality of the Project Evaluation (20 points)

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:

(iii)   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.

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

(Maximum Points 20)   Reader's Score: __17_____

Overview:

The evaluation plan is well developed with data collection methods, a timeline for data collection and performance measures used. The plan is detailed and addresses assessment of outcomes. However, several outcomes are not stated in measurable terms.

Strengths
i. The plan uses qualitative data collected using 5 methods. For example, one method is to assess classroom observations. Quantitative data collection is planned. The methods to be used are identified. For example, student pre and post assessments of content knowledge will be used. Teacher content knowledge gained from the project is also assessed. The use of performance measures is described. Some outcomes are stated in measurable terms such as 80% of teachers will positively complete PD provided. (p.e57-e63)

ii. An identified external evaluator is used who has experience in assessing prior projects. A resume is provided and shows expertise. The methods of evaluation are identified such as use of a review of class observations, use of surveys, and a review of artifacts. (p. e84) A timeline is provided an shows that the Advisory Council will meet quarterly with the evaluator to review data collected. Periodic assessment is addressed well. The cost of the evaluation is 5% of the budget for the project. (p. e66)

Weaknesses
i. Several outcomes are not stated in measurable terms in the evaluation plan. For example, the proposal states that a review of class observations will be conducted with no percentage of achievement for this task identified. The proposal states that there will be a pre and post interest survey conduced with no percentage of acceptable results identified. (p. e57-e63)

ii. None noted.

Part II. Competitive Preference Priority

Competitive Preference Priority 1: Using the Resources of the National Parks (Up to 3 points).

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.

Note: The Department recognizes that the National Park Service Centennial occurred in 2016, and that consequently it may not be feasible to coordinate activities with this initiative. However, applicants can address this priority by proposing to develop innovative and comprehensive programs using other resources of the National Parks.

(Maximum Points 3)   Reader's Score: _3____

Overview:
The proposal provides for use of the curriculum materials from the National Parks Service. The proposal mentions this approach in the goals of the project. The project goals are presented with objectives to achieve these goals. (p. e36) However, examples are needed to show how the materials will be used in the project.

Strengths
Materials from the National Parks are to be used in the project. The proposal states that these resources are extensive and have direct use in the project. (p. e36)

Weaknesses
Examples of how this material will be used in the project are not provided. The description of the use of these materials lacks detail regarding the extent of the materials and how they relate to the themes to be used in the project planned. (p. e36)

Part III. Invitational Priority #1

Invitational Priority 1: Projects that Incorporate Racially, Ethnically, Culturally, and Linguistically Diverse Perspectives into Teaching and Learning. (Yes/No).

Projects that incorporate teaching and learning practices that reflect the diversity, identities, histories, contributions, and experiences of all students and create inclusive, supportive, and identity-safe learning environments that--

(a) Take into account systemic marginalization, biases, inequities, and discriminatory policy and practice in American history;

(b) Incorporate racially, ethnically, culturally, and linguistically diverse perspectives and perspectives on the experience of individuals with disabilities;

(c) Encourage students to critically analyze the diverse perspectives of historical and contemporary media and its impacts;

(d) Support the creation of learning environments that validate and reflect the diversity, identities, and experiences of all students; and

(e) Contribute to inclusive, supportive, and identity-safe learning environments.

Overview:
This priority is addressed. The proposal identifies themes for the academies. Within these themes, units are mentioned where the topics of this priority are addressed. Examples are provided in the strengths comments listed. (p. e23)

Supporting Statements:

Strengths:

The proposal addresses discrimination and equity issues in the Turning Point theme and in other project segments. A description is provided regarding how this content is included. In addition, civil rights issues are also addressed with examples provided to show how this is treated in the project themes identified. (p. e23)

Weaknesses:

Additional examples of instruction addressing these issues would strengthen the proposal. In addition, how the content is adjusted to serve all types of learners, the disabled and ELL students would be useful to the project plan. (p. e23)

Part III. Invitational Priority #2

Invitational Priority 2: Promoting Information Literacy Skills (Yes/No).

Projects that describe how they will foster critical thinking and promote student engagement in civics education through professional development or other activities designed to support students in--

(a) Evaluating sources and evidence using standards of proof;

(b) Understanding their own biases when reviewing information, as well as uncovering and recognizing bias in primary and secondary sources;

(c) Synthesizing information into cogent communications; and

(d) Understanding how inaccurate information may be used to influence individuals, and developing strategies to recognize accurate and inaccurate information.

Overview: academies specific critical thinking skills are addressed. The need for examples showing how these skills are acquired by special needs students would strengthen the proposal. (p. e33)

Strengths
The proposal states the project will foster critical thinking skill development in students. This is mentioned in regard to the congressional academy program. (p. e33)

The proposal addresses literacy skill development for students. In the congressional

Weaknesses
The proposal does not provide examples of how this skill development will be addressed. Several examples in the context of the themes to be addressed in the project are needed to strengthen the proposal. (p. e33)

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Applicant	Application Number
Kentucky Educational Development Corporation	U422A2021 001

Summary Ratings		
	Maximum Points	Score
A. Quality of the Project Design	35	35
B. Need for the Project	25	24
C. Quality of Management Plan	20	16
D. Quality of the Project Evaluation	20	18
Selection Criteria Total Score	**100**	93
Competitive Preference Priority #1	3	3
Invitational Priority #1	Yes/No	Yes
Invitational Priority #2	Yes/No	Yes
Total	**103**	96

Part I. Selection Criteria

A. Quality of the Project Design (35 points)

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:

(v) The extent to which the proposed project demonstrates a rationale. (20 points)

(vi) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition. (15 points)

(Maximum Points 35) Reader's Score: __35_____

Overview:
The applicant has provided a project design that will afford quality professional development to teachers, administrators, and students. Five goals center on increasing teacher content knowledge, student achievement, collaborations, use of Professional Learning Communities, and principal training. (e14) The goals are supported by well-researched, standards-based, and focused activities and are led by reputable individuals and trainers. (e17-41) A Logic Model was presented that detailed inputs, outputs, as well as short- and long-term outcomes. (e91)

Supporting Statements:

Strengths:
   i. The project demonstrates a sound design rationale that is grounded in research and should lead to successful completion of all activities. A three-pronged delivery system during the school year and summer academies. Experiential immersion during Presidential academies will engage teachers in discussions of historical content and use of credible sources of historical information. Ample and current references have been sited for the use of strategies such as instructional coaching, walk-throughs, Universal Design lesson planning, and professional learning communities. (e17-24; e37-41) High-need student participants will attend summer academies with fifty of the students traveling to Washington DC. A capstone research project will help internalize and summarize their involvement. (e33-35) The applicant has provided a rationale for the inclusion of partnerships and the selection of personnel for the project. (e34-35)

   ii. The applicant has provided an exceptional approach to educational immersion in history/civics for educators and students that meets the needs of the partnering schools. Sustained and focused professional development with elements such as active learning, learning communities, and delivery from knowledgeable individuals provides a high-quality, exceptional model. (e37-41)

Weaknesses:

   i. No weaknesses cited.

ii.   No weaknesses cited.

B. Need for the Project (25 points)

The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the following factors:

(vii)   The magnitude or severity of the problem to be addressed by the proposed project. (8 points)

(viii)   The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (10 points)

(ix)   The extent to which the services to be provided by the proposed project are focused on those with greatest needs. (7 points)

(Maximum Points 25)   Reader's Score: __24_____

Overview:
The applicant has provided evidence of need for the targeted populations and has outlined a plan to meet those needs. Demographic information shows the students in the eight high-need partner districts as being low-income, low-achieving, or in need of interventions. (e17-19) Many may not graduate, come from alternative family situations, or receive special services for specialties and/or English language learners. (41-43) Teachers need training to augment content knowledge, utilize research-based delivery, and foster purposeful professional learning communities. (e43-47) Data supporting economic need for the targeted populations was not detailed.
Supporting Statements:
Strengths:
i.   Eight districts with high-need students will be the focus population for the project. Ninety percent of students qualify for reduced lunch and 30.6% are below poverty line. (e18)   In addition low test scores and alternative family situations impact their learning. (e41-43) Teachers targeted for the project lack history/civic knowledge, skills in current best practices, and meaningful professional development. (e43-47)
ii. Based upon each districts' strategic plan and a needs assessment conducted, specific gaps and weaknesses were identified. The activities from the proposed project should address those weaknesses and gaps. Activities are intended to provide content knowledge, engage teachers, administrators, and students in learning, and build communities of learners.

iii. Focused recruitment of participants will be utilized to address populations of greatest need. Selection criteria will include, but not be limited to, representation from high-need schools, highly qualified or special education certification, teachers of less than five years' experience, and willingness to participant fully in the project. (e31-32) High-need student populations will also be recruited with selection criteria intended to serve high-need students who are at risk of failure. Preference will be given to students of participating teachers. (e33-35) The inclusion of administrators will help assure that the project will be executed in the schools and should help with sustainability of the project ideals. (e41)

Weaknesses:

i. No weaknesses cited
ii. Some data to support evidence of gaps and need were missing. The application would be strengthened by included data that overviews services for economically disadvantaged students. Other deficits lacking detail were graduation rates and current practice in such activities as tutoring or supplemental services. (e32)
iii. No weaknesses cited.

C. Quality of the Management Plan (20 points)

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:

(v) 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.

(vi) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

(Maximum Points 20)   Reader's Score: __16_____

Overview:
The applicant has partnered with 13 civic and institutional entities to provide training for teachers, administrators, and high school students. (e14) An advisory team of key stakeholders is planned. Five goals with supporting SMARTT objectives will drive the project and provide coherent performance measures for project personnel. (e47-50) Duties of personnel are detailed, and letters of support are provided. Many letters were generically written showing only general support for the project. Vitae for key personnel were missing. The applicant has financial management policies and procedures in place that will support funding of this magnitude. (e118-134) The required match of funding has been included through district cost sharing and in-kind funding from the applicant and partners. (e118-121)

Supporting Statements:

Strengths:
    i.   The applicant has provided a detailed management plan. An advisory council consisting of project personnel, selected community partners, teachers and administrators, and students will monitor all aspects of the project. (e50-51) An organizational chart was provided. (e96) The duties of the project director and coordinator have been outlined. A detailed staffing chart showing responsibilities and qualifications was presented. Time allotments for each position appear adequate. (e51-52) A management implementation timeline showcasing milestones, strategies, time frame, and responsible partners was detailed. (e52-54; e58-63) MOUs, letters of commitment, and vita are available for all partners. (e52-55; e69-116)

    ii.   Continuous improvement is built into the model using the training-of-trainers model, development of a professional learning community, and the provision to have previous year's master teachers help instruct subsequent academies. (e55-56) Ongoing feedback to the Advisory Council is planned as outlined in a continuous improvement feedback flow chart. (e56-57) Costs for salaries, supplies, travel, and contractual services appear reasonable and adequate to support the project. (e66; e118-134)

Weaknesses:
    i.   Many of the letters of commitment are the identical letter of support. The application would be strengthened by more individualized letters showing the actual level of commitment and involvement of each partner. (e69-116) Vitae were not provided for the project director or the project coordinator. A clear picture of their experiences leading to successful completion of the project could not be ascertained. (e55) More explanation of how a part-time teacher could work 1.0 FTE on a grant is warranted. (e55)

    ii.   No weaknesses cited.

D. Quality of the Project Evaluation (20 points)

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:

(v)   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.

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

Overview:
The evaluation plan has been detailed by the applicant. (e57-66) Both formative and summative data will be collected. Quantitative and qualitative performance measures will be used. Examples of data collected include participant perceptions and attitudes, workshop evaluations, and graduation rates of students. Analysis of the data will be conducted by a qualified external evaluator with feedback to the advisory council. The analyses will use pre- and posttest measures to maintain reliability and validity. Paired sample t-tests will be performed on data from a random matched comparison study to add strength to the evaluation model. (e63-66; e92-94) The application would benefit from the collection and analysis of additional student data that shows changes in perceptions and formative content attainment.

Supporting Statements:

Strengths:

    i.   A detailed chart identified data collected from performance measures and outcomes. (e58-62) Alignment was shown among key questions, major benchmarks, strategies utilized, outcome measures, and collection timelines. A comparison group of teachers will be established. Additionally, data sources and analysis methods for each outcome were shown with a logical timeline. (e58-62)

    ii.   Quarterly meetings between the advisory council and evaluator will be utilized to review data and analyses and to ensure ongoing assessment of progress. A decision-focused model will be used to align data collection with specific interventions. Elements of each objective are aligned with focused outcome measures, instruments to be used, and a data collection timeline. (e62-64)

Weaknesses:

    i.   The focus of data collections appears to be for teachers with few measures collected for student participants. The application would be strengthened by including additional assessment measures for students such as growth in student civic participation. (e57-63)

    ii.   No weaknesses cited.

Part II. Competitive Preference Priority

Competitive Preference Priority 1: Using the Resources of the National Parks (Up to 3 points).

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.

Note: The Department recognizes that the National Park Service Centennial occurred in 2016, and that consequently it may not be feasible to coordinate activities with this initiative. However, applicants can address this priority by proposing to develop innovative and comprehensive programs using other resources of the National Parks.

(Maximum Points 3)   Reader's Score: __3_____

Overview:
The applicant has addressed CPP1 by providing Congressional Academies for up to 500 Students of American History and Civics. National Park encounters will be hosted each summer with guidance from curators and availability of key resources. (e14)

Supporting Statements:

Strengths:

A detailed chart was provided showing support for high-need students by utilizing services from the National Park Service. (e18-19) Focus will be on increasing teacher knowledge and methodologies, increasing student interest and knowledge, using Parks' educators as participants in professional learning communities, and increasing principal effectiveness through academies.

Weaknesses:

No weaknesses cited.

Part III. Invitational Priority #1

Invitational Priority 1: Projects that Incorporate Racially, Ethnically, Culturally, and Linguistically Diverse Perspectives into Teaching and Learning. (Yes/No).

Projects that incorporate teaching and learning practices that reflect the diversity, identities, histories, contributions, and experiences of all students and create inclusive, supportive, and identity-safe learning environments that--

(a) Take into account systemic marginalization, biases, inequities, and discriminatory policy and practice in American history;

(b) Incorporate racially, ethnically, culturally, and linguistically diverse perspectives and perspectives on the experience of individuals with disabilities;

(c) Encourage students to critically analyze the diverse perspectives of historical and contemporary media and its impacts;

(d) Support the creation of learning environments that validate and reflect the diversity, identities, and experiences of all students; and

(e) Contribute to inclusive, supportive, and identity-safe learning environments.

Overview:
The applicant did incorporate teaching and learning practices that reflect the diversity, identities, histories, contributions, and experiences of all students. (e23; e27) However, activities did not focus on participants with disabilities or linguistic differences.

Supporting Statements:

Strengths:
The turning point themes for all academies are content specific themes that incorporate the strategies of the project and are used to meet the goals of the project. Within those themes are activities that address issues related to this Priority. Examples of connections include discussions of the impact of the Civil War and aftermath on various groups of people, and discussions of racial and ethnic events that led up to the nineteenth amendment. (e23-28) The program with The Colonial Williamsburg Foundation discusses diversities and ways participants can contribute to their own communities. (e78-79)

Weaknesses:
Activities incorporating topics of disabilities and linguistic differences were not addressed.

Part III. Invitational Priority #2

Invitational Priority 2: Promoting Information Literacy Skills (Yes/No).

Projects that describe how they will foster critical thinking and promote student engagement in civics education through professional development or other activities designed to support students in--

(a) Evaluating sources and evidence using standards of proof;

(b) Understanding their own biases when reviewing information, as well as uncovering and recognizing bias in primary and secondary sources;

(c) Synthesizing information into cogent communications; and

(d) Understanding how inaccurate information may be used to influence individuals, and developing strategies to recognize accurate and inaccurate information.

Overview:
The applicant has provided a plan to foster critical thinking and promote student engagement in civics education. Information literacy skills are also supported with the interactive training site provided. (e24-31)

Supporting Statements:

Strengths:
Participants will increase their information literacy skills with the use of the interactive Web Based Training Site to access lessons, discussion boards, etc. (e24) They will also augment their critical thinking skills as they read and discuss the books assigned in the academies. One such series of reading is the Turning Point Theme book selections. (e24-31)

Weaknesses:

No weaknesses cited.

(CFDA) 84.422A

Applicant Kentucky Education Development Corp.	Application Number U422A2021 _001 _ _

Summary Ratings		
	Maximum Points	Score
A. Quality of the Project Design	35	35
B. Need for the Project	25	20
C. Quality of Management Plan	20	15
D. Quality of the Project Evaluation	20	17
Selection Criteria Total Score	**100**	87
Competitive Preference Priority #1	3	3
Invitational Priority #1	Yes/No	yes
Invitational Priority #2	Yes/No	yes
Total	**103**	90

Part I. Selection Criteria

A. Quality of the Project Design (35 points)

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:

(vii)   The extent to which the proposed project demonstrates a rationale. (20 points)

(viii) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition. (15 points)

(Maximum Points 35)   Reader's Score: ____35___

Overview:
The project design is complex with multiple project components serving students, teachers and administrators. The components are well presented and detailed with specific hours of assistance provided for each and the expected impacts identified. (p, e19-e32))

Strengths:
ii. The project is an exceptional approach to the priority established for the competition. The structure of the project is detailed and comprehensive, providing training for teachers, administrators and students in multi-faceted segments serving the overall goals of the project. For example, the partnership of 10 organizations led by the Kentucky Education Development Corporation provides 30 hours of professional development during the school year to teachers in a face- to face format using web hosted formats. (p. e19) The use of courses in 12 online sessions is described in detail. The summer presidential academies provides 40 hours of training to teachers in a 5 day format with exceptional, identified historians and then a follow-up sessions of 4/5 days using an immersion approach. (p. 8-15) The nest segment is a 40 hour immersion academy onsite in locations such as the Library of Congress or Ellis Island among others where teacher immerse themselves in research related to historical events. The description is detailed and comprehensive. (p. e21) The School Improvement Network Walkthrough provides administrators with training and an approach to observe teachers in action. A useful and well presented approach. finally, the design provides a plan for 5 years where identified topics are addressed with approaches to promote student engagement in learning. The use of web based training site with lesson and resources are used to plan instruction. In all, 98 hours of teacher training is provided and is substantial and demanding in structure and content. (p. e31) A well developed criteria for teacher selection is presented along with administrator training for observations of teachers. The Congressional Academes for students are well described serving 75 students annually with 40 hours of well designed instruction who are highs needs students living at the poverty line, at risk of failure, and low graduation rates along with poor performance on state tests. (p. e31)

Weaknesses:
II. None noted.
Ii. None noted.

B. Need for the Project (25 points)

The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the following factors:

(x) The magnitude or severity of the problem to be addressed by the proposed project. (8 points)

(xi) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (10 points)

(xii) The extent to which the services to be provided by the proposed project are focused on those with greatest needs. (7 points)

(Maximum Points 25)   Reader's Score: __20_____

Overview:
The need for the protect is presented with research to support specific project components, and some data showing the need for the target group in education and instruction.
Some gaps in services are provided to support need. (p, e37-e45) However, data is not provided to show that students with the greatest need are served in the project.

Strengths
The need for the project is presented with research cited to support professional development and its impact on improved student achievement. For example, the work of Papay, 2010 supports teacher training in the content of a discipline and its impact on student performance. This research is discussed in the proposal. In addition, the work of Ronfeldt, et.al., 2015 supports the use of collaborative learning to improve student achievement. Discussion of the research of Darling-Hammond, et. al. 2009 linking student improved achievement to professional development is well presented. Finally, Guskey, 2010 is cited to link teacher professional development to increased teacher competence. (p. e37-e39)

ii. Gaps and weaknesses in services are identified and will be addressed by the proposed project. For example, the proposal states there is a problem of students who are homeless, living in poverty and experiencing academic challenges. In the project, 9,354 students will be served along with 250 teachers. The proposal notes that 45% of students are not proficient based on low state test scores. The data from the KPREP of Social studies lists student scores in 8 districts. These scores range in proficiency from 39.3% to 56.55. (p. e 41) Each of these districts has targeted Social Studies as needing improvement in terms of student achievement levels. A survey of teachers shows that 64% of teachers never used visual discovery in instruction, ad 49% never used character interpretation. The lack of professional development is presented with 77% of teachers surveys sating they had no professional development in American History and 23% said they secured PD though AP course training. This needs assessment led district to include the Academies proposal in their strategic plans. (p. e43) The gaps and weaknesses in teacher preparation, knowledge of teaching techniques and in student performance are presented in the proposal.

iii. The planned services are focused on those with the greatest need. Student's to be served are at risk of failure in school and are described as economically disadvantaged. The services will include providing teachers ESSA strategies for use in history classes and providing teachers with a portfolio of how to handle this integration. The project will provide American History Civics lessons which are standards-based. Teachers will be trained in the use of peer mentoring and will network with other teachers of American History (p. e45) Teachers have said they lack membership in professional associations. Therefore, teachers will join the National Council for Historical Education. The project will use a Advisory Council. The role of the Council is to monitor project progress. A table linking objectives of the project to performance measures and then to outcomes is provided. For example, in this table objective 1 is linked to 80% of teachers expected to be exposed to engaging teaching methods for students and teachers will meet bi-monthly with their peers to share strategies. (p. e47-e50) A further example is that 80% of teachers receiving PD will show an increase of 10% in year 1 in knowledge of content as measured by a pre and post test, AP/NAEP U.S. History Exam. (p. e48)

Weaknesses:
i. None noted.

ii. Data is not provided to support the service to disadvantaged students. For example, no family income data is provided for the target group of students to be served. No data is provided to show the number of students at risk of not graduating and the number at risk of dropping out of school. Such data is available in the districts to be served by the project and should be presented and discussed. Finally, data is needed to show the number of students using supplemental instruction and tutoring to continue in school. This data is needed to support the need for the project.

C. Quality of the Management Plan (20 points)

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:

(vii)   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.

(viii)   The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

(Maximum Points 20)   Reader's Score: _____15__

Overview:

The management plan is well developed and presented.
The plan provides an adequate budget, identified and able staff and a project timeline that is reasonable. The plan for monitoring project progress is presented. (p. e50-e57) However, no

timeline is provided for data collection and continuous improvement. However, several outcomes are not stated in measurable terms. No timeline is provided to ensure periodic feedback and improvement.

Strengths

i. The adequacy of the plan to achieve objectives on time and within budget is addressed well. The defined responsibilities, timeline and milestones are clearly identified. The proposal provides for the use of an Advisory Council with identified and well selected members. The role and responsibilities of the Council are presented and discussed. For example, the Director and Coordinator will serve on the Council. The council will monitor project progress to goal achievement and will assure all materials are procured. Business records and program records are to be reconciled monthly. (p. e50) The staff are identified with education and experience described. For example, the Project Director is to have a masters degree and ten years of experience in education and five years of experience in federal project management. The Coordinator is to have a masters degree and fifteen years of experience in education. This person also has experience as a mentor and experience in curriculum development. (p. 55)

Project milestones are identified to guide the project. For example, in September 2021, the Director will inform all partners of the award. (p. e52) Responsibilities of the Director are identified and are appropriate. For example, the director will direct program activities and interview and recommend staff for hiring. The Coordinator will recruit all teachers and set the observation schedule of teachers. (p. e 51)

The partner historian is identified and committed to the project. The evaluator is identified and has the experience for the position. KEDC has experience managing federal projects successfully and conducts a yearly audits of all financial reports. (p, e 56)

The project budget is clearly presented addresses all planned components of the proposal. For example, the Director's salary is listed at.33 FTE in year 1 at $34,307 and the Coordinator is listed at 1 FTE in year 1 at $80,245. In year 1, travel is listed at $10,500 to cover observations, weekly monitoring visits and education visits. Supplies are listed in year 1 at a cost of $74,100. This provides $3500 for copies, $900.00 for mailings and $8500 for technology use. Matching funds are identified with a daily rate for teacher time listed at a cost of $298.14 for 1 teacher and a cost of $6202.50 for 1 teacher to collect data and perform Technology Design Learning. The cost share is listed at $158,300 per year. (p. 53) The costs are reasonable for the planned project.

ii. Continuous feedback is mentioned. (p. e41) A chart is provided to show the flow of information in the project.

Weaknesses

i. None noted.

ii. No timeline is provided for when data is collected. The proposal states only that a survey of students and teachers will show the quality of project services. It is also stated there will be ongoing data collection and frequent meetings of teachers and administrators. A specific timeline is needed to ensure feedback is regular and the person to review and report

regarding the feedback collected should be identified. (p. e54) Discussion of the process and content to achieve continuous feedback and improvement is not fully presented.

D. Quality of the Project Evaluation (20 points)

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:

(vii)   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.

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

(Maximum Points 20)   Reader's Score: __17_____

Overview:

The evaluation plan is well developed with data collection methods, a timeline for data collection and performance measures used. The plan is detailed and addresses assessment of outcomes. However, several outcomes are not stated in measurable terms.

Strengths
i. The plan uses qualitative data collected using 5 methods. For example, one method is to assess classroom observations. Quantitative data collection is planned. The methods to be used are identified. For example, student pre and post assessments of content knowledge will be used. Teacher content knowledge gained from the project is also assessed. The use of performance measures is described. Some outcomes are stated in measurable terms such as 80% of teachers will positively complete PD provided. (p.e57-e63)

ii. An identified external evaluator is used who has experience in assessing prior projects. A resume is provided and shows expertise. The methods of evaluation are identified such as use of a review of class observations, use of surveys, and a review of artifacts. (p. e84) A timeline is provided an shows that the Advisory Council will meet quarterly with the evaluator to review data collected. Periodic assessment is addressed well. The cost of the evaluation is 5% of the budget for the project. (p. e66)

Weaknesses
i. Several outcomes are not stated in measurable terms in the evaluation plan. For example, the proposal states that a review of class observations will be conducted with no percentage of achievement for this task identified. The proposal states that there will be a pre and post interest survey conduced with no percentage of acceptable results identified. (p. e57-e63)

ii. None noted.

Part II. Competitive Preference Priority

Competitive Preference Priority 1: Using the Resources of the National Parks (Up to 3 points).

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.

Note: The Department recognizes that the National Park Service Centennial occurred in 2016, and that consequently it may not be feasible to coordinate activities with this initiative. However, applicants can address this priority by proposing to develop innovative and comprehensive programs using other resources of the National Parks.

(Maximum Points 3)　　　　Reader's Score: _3____

Overview:
The proposal provides for use of the curriculum materials from the National Parks Service. The proposal mentions this approach in the goals of the project. The project goals are presented with objectives to achieve these goals. (p. e36) However, examples are needed to show how the materials will be used in the project.

Strengths
Materials from the National Parks are to be used in the project. The proposal states that these resources are extensive and have direct use in the project. (p. e36)

Weaknesses
Examples of how this material will be used in the project are not provided. The description of the use of these materials lacks detail regarding the extent of the materials and how they relate to the themes to be used in the project planned. (p. e36)

Part III. Invitational Priority #1

Invitational Priority 1: Projects that Incorporate Racially, Ethnically, Culturally, and Linguistically Diverse Perspectives into Teaching and Learning. (Yes/No).

Projects that incorporate teaching and learning practices that reflect the diversity, identities, histories, contributions, and experiences of all students and create inclusive, supportive, and identity-safe learning environments that--

(a) Take into account systemic marginalization, biases, inequities, and discriminatory policy and practice in American history;

(b) Incorporate racially, ethnically, culturally, and linguistically diverse perspectives and perspectives on the experience of individuals with disabilities;

(c) Encourage students to critically analyze the diverse perspectives of historical and contemporary media and its impacts;

(d) Support the creation of learning environments that validate and reflect the diversity, identities, and experiences of all students; and

(e) Contribute to inclusive, supportive, and identity-safe learning environments.

Overview:
This priority is addressed. The proposal identifies themes for the academies. Within these themes, units are mentioned where the topics of this priority are addressed. Examples are provided in the strengths comments listed. (p. e23)

Supporting Statements:

Strengths:

The proposal addresses discrimination and equity issues in the Turning Point theme and in other project segments. A description is provided regarding how this content is included. In addition, civil rights issues are also addressed with examples provided to show how this is treated in the project themes identified. (p. e23)

Weaknesses:

Additional examples of instruction addressing these issues would strengthen the proposal. In addition, how the content is adjusted to serve all types of learners, the disabled and ELL students would be useful to the project plan. (p. e23)

Part III. Invitational Priority #2

Invitational Priority 2: Promoting Information Literacy Skills (Yes/No).

Projects that describe how they will foster critical thinking and promote student engagement in civics education through professional development or other activities designed to support students in--

(a) Evaluating sources and evidence using standards of proof;

(b) Understanding their own biases when reviewing information, as well as uncovering and recognizing bias in primary and secondary sources;

(c) Synthesizing information into cogent communications; and

(d) Understanding how inaccurate information may be used to influence individuals, and developing strategies to recognize accurate and inaccurate information.

Overview: academies specific critical thinking skills are addressed. The need for examples showing how these skills are acquired by special needs students would strengthen the proposal. (p. e33)

Strengths
The proposal states the project will foster critical thinking skill development in students. This is mentioned in regard to the congressional academy program. (p. e33)

The proposal addresses literacy skill development for students. In the congressional

Weaknesses
The proposal does not provide examples of how this skill development will be addressed. Several examples in the context of the themes to be addressed in the project are needed to strengthen the proposal. (p. e33)

American History and Civics Education--Presidential and Congressional Academies Program
2021 Competition Review

(CFDA) 84.422A

Applicant Kentucky Educational Development Corporation	Application Number U422A2021 001

Summary Ratings		
	Maximum Points	Score
A. Quality of the Project Design	35	35
B. Need for the Project	25	24
C. Quality of Management Plan	20	16
D. Quality of the Project Evaluation	20	18
Selection Criteria Total Score	**100**	93
Competitive Preference Priority #1	3	3
Invitational Priority #1	Yes/No	Yes
Invitational Priority #2	Yes/No	Yes
Total	**103**	96

Part I. Selection Criteria

A. Quality of the Project Design (35 points)

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:

(ix)   The extent to which the proposed project demonstrates a rationale. (20 points)

(x)   The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition. (15 points)

                    (Maximum Points 35)   Reader's Score: __35_____

Overview:
The applicant has provided a project design that will afford quality professional development to teachers, administrators, and students. Five goals center on increasing teacher content knowledge, student achievement, collaborations, use of Professional Learning Communities, and principal training. (e14) The goals are supported by well-researched, standards-based, and focused activities and are led by reputable individuals and trainers. (e17-41) A Logic Model was presented that detailed inputs, outputs, as well as short- and long-term outcomes. (e91)

Supporting Statements:

Strengths:
iii.   The project demonstrates a sound design rationale that is grounded in research and should lead to successful completion of all activities. A three-pronged delivery system during the school year and summer academies. Experiential immersion during Presidential academies will engage teachers in discussions of historical content and use of credible sources of historical information. Ample and current references have been sited for the use of strategies such as instructional coaching, walk-throughs, Universal Design lesson planning, and professional learning communities. (e17-24; e37-41) High-need student participants will attend summer academies with fifty of the students traveling to Washington DC. A capstone research project will help internalize and summarize their involvement. (e33-35) The applicant has provided a rationale for the inclusion of partnerships and the selection of personnel for the project. (e34-35)

iv.   The applicant has provided an exceptional approach to educational immersion in history/civics for educators and students that meets the needs of the partnering schools. Sustained and focused professional development with elements such as active learning, learning communities, and delivery from knowledgeable individuals provides a high-quality, exceptional model. (e37-41)

Weaknesses:

iii.   No weaknesses cited.

iv.	No weaknesses cited.

B. Need for the Project (25 points)

The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the following factors:

(xiii)   The magnitude or severity of the problem to be addressed by the proposed project. (8 points)

(xiv)   The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (10 points)

(xv)   The extent to which the services to be provided by the proposed project are focused on those with greatest needs. (7 points)

(Maximum Points 25)   Reader's Score: __24_____

Overview:
The applicant has provided evidence of need for the targeted populations and has outlined a plan to meet those needs. Demographic information shows the students in the eight high-need partner districts as being low-income, low-achieving, or in need of interventions. (e17-19) Many may not graduate, come from alternative family situations, or receive special services for specialties and/or English language learners. (41-43) Teachers need training to augment content knowledge, utilize research-based delivery, and foster purposeful professional learning communities. (e43-47) Data supporting economic need for the targeted populations was not detailed.

Supporting Statements:

Strengths:
  iv.   Eight districts with high-need students will be the focus population for the project. Ninety percent of students qualify for reduced lunch and 30.6% are below poverty line. (e18) In addition low test scores and alternative family situations impact their learning. (e41-43) Teachers targeted for the project lack history/civic knowledge, skills in current best practices, and meaningful professional development. (e43-47)
  v.   Based upon each districts' strategic plan and a needs assessment conducted, specific gaps and weaknesses were identified. The activities from the proposed project should address those weaknesses and gaps. Activities are intended to provide content knowledge, engage teachers, administrators, and students in learning, and build communities of learners.

vi. Focused recruitment of participants will be utilized to address populations of greatest need. Selection criteria will include, but not be limited to, representation from high-need schools, highly qualified or special education certification, teachers of less than five years' experience, and willingness to participant fully in the project. (e31-32) High-need student populations will also be recruited with selection criteria intended to serve high-need students who are at risk of failure. Preference will be given to students of participating teachers. (e33-35) The inclusion of administrators will help assure that the project will be executed in the schools and should help with sustainability of the project ideals. (e41)

Weaknesses:

iv. No weaknesses cited
v. Some data to support evidence of gaps and need were missing. The application would be strengthened by included data that overviews services for economically disadvantaged students. Other deficits lacking detail were graduation rates and current practice in such activities as tutoring or supplemental services. (e32)
vi. No weaknesses cited.

C. Quality of the Management Plan (20 points)

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:

(ix) 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.

(x) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

(Maximum Points 20)   Reader's Score: __16_____

Overview:
The applicant has partnered with 13 civic and institutional entities to provide training for teachers, administrators, and high school students. (e14) An advisory team of key stakeholders is planned. Five goals with supporting SMARTT objectives will drive the project and provide coherent performance measures for project personnel. (e47-50) Duties of personnel are detailed, and letters of support are provided. Many letters were generically written showing only general support for the project. Vitae for key personnel were missing. The applicant has financial management policies and procedures in place that will support funding of this magnitude. (e118-134) The required match of funding has been included through district cost sharing and in-kind funding from the applicant and partners. (e118-121)

Supporting Statements:

Strengths:

iii.   The applicant has provided a detailed management plan. An advisory council consisting of project personnel, selected community partners, teachers and administrators, and students will monitor all aspects of the project. (e50-51) An organizational chart was provided. (e96) The duties of the project director and coordinator have been outlined. A detailed staffing chart showing responsibilities and qualifications was presented. Time allotments for each position appear adequate. (e51-52) A management implementation timeline showcasing milestones, strategies, time frame, and responsible partners was detailed. (e52-54; e58-63) MOUs, letters of commitment, and vita are available for all partners. (e52-55; e69-116)

iv.   Continuous improvement is built into the model using the training-of-trainers model, development of a professional learning community, and the provision to have previous year's master teachers help instruct subsequent academies. (e55-56) Ongoing feedback to the Advisory Council is planned as outlined in a continuous improvement feedback flow chart. (e56-57) Costs for salaries, supplies, travel, and contractual services appear reasonable and adequate to support the project. (e66; e118-134)

Weaknesses:

iii.   Many of the letters of commitment are the identical letter of support. The application would be strengthened by more individualized letters showing the actual level of commitment and involvement of each partner. (e69-116) Vitae were not provided for the project director or the project coordinator. A clear picture of their experiences leading to successful completion of the project could not be ascertained. (e55) More explanation of how a part-time teacher could work 1.0 FTE on a grant is warranted. (e55)

iv.   No weaknesses cited.

D. Quality of the Project Evaluation (20 points)

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:

(ix)   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.

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

(Maximum Points 20)   Reader's Score: __18_____

Overview:
The evaluation plan has been detailed by the applicant. (e57-66) Both formative and summative data will be collected. Quantitative and qualitative performance measures will be used. Examples of data collected include participant perceptions and attitudes, workshop evaluations, and graduation rates of students. Analysis of the data will be conducted by a qualified external evaluator with feedback to the advisory council. The analyses will use pre- and posttest measures to maintain reliability and validity. Paired sample t-tests will be performed on data from a random matched comparison study to add strength to the evaluation model. (e63-66; e92-94) The application would benefit from the collection and analysis of additional student data that shows changes in perceptions and formative content attainment.

Supporting Statements:

Strengths:
  iii.   A detailed chart identified data collected from performance measures and outcomes. (e58-62) Alignment was shown among key questions, major benchmarks, strategies utilized, outcome measures, and collection timelines. A comparison group of teachers will be established. Additionally, data sources and analysis methods for each outcome were shown with a logical timeline. (e58-62)
  iv.   Quarterly meetings between the advisory council and evaluator will be utilized to review data and analyses and to ensure ongoing assessment of progress. A decision-focused model will be used to align data collection with specific interventions. Elements of each objective are aligned with focused outcome measures, instruments to be used, and a data collection timeline. (e62-64)

Weaknesses:

  iii.   The focus of data collections appears to be for teachers with few measures collected for student participants. The application would be strengthened by including additional assessment measures for students such as growth in student civic participation. (e57-63)
  iv.   No weaknesses cited.

Part II. Competitive Preference Priority

Competitive Preference Priority 1: Using the Resources of the National Parks (Up to 3 points).

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.

Note: The Department recognizes that the National Park Service Centennial occurred in 2016, and that consequently it may not be feasible to coordinate activities with this initiative. However, applicants can address this priority by proposing to develop innovative and comprehensive programs using other resources of the National Parks.

(Maximum Points 3)   Reader's Score: __3_____

Overview:
The applicant has addressed CPP1 by providing Congressional Academies for up to 500 Students of American History and Civics. National Park encounters will be hosted each summer with guidance from curators and availability of key resources. (e14)

Supporting Statements:

Strengths:

A detailed chart was provided showing support for high-need students by utilizing services from the National Park Service. (e18-19) Focus will be on increasing teacher knowledge and methodologies, increasing student interest and knowledge, using Parks' educators as participants in professional learning communities, and increasing principal effectiveness through academies.

Weaknesses:

No weaknesses cited.

Part III. Invitational Priority #1

Invitational Priority 1: Projects that Incorporate Racially, Ethnically, Culturally, and Linguistically Diverse Perspectives into Teaching and Learning. (Yes/No).

Projects that incorporate teaching and learning practices that reflect the diversity, identities, histories, contributions, and experiences of all students and create inclusive, supportive, and identity-safe learning environments that--

(a) Take into account systemic marginalization, biases, inequities, and discriminatory policy and practice in American history;

(b) Incorporate racially, ethnically, culturally, and linguistically diverse perspectives and perspectives on the experience of individuals with disabilities;

(c) Encourage students to critically analyze the diverse perspectives of historical and contemporary media and its impacts;

(d) Support the creation of learning environments that validate and reflect the diversity, identities, and experiences of all students; and

(e) Contribute to inclusive, supportive, and identity-safe learning environments.

Overview:
The applicant did incorporate teaching and learning practices that reflect the diversity, identities, histories, contributions, and experiences of all students. (e23; e27) However, activities did not focus on participants with disabilities or linguistic differences.

Supporting Statements:

Strengths:
The turning point themes for all academies are content specific themes that incorporate the strategies of the project and are used to meet the goals of the project. Within those themes are activities that address issues related to this Priority. Examples of connections include discussions of the impact of the Civil War and aftermath on various groups of people, and discussions of racial and ethnic events that led up to the nineteenth amendment. (e23-28) The program with The Colonial Williamsburg Foundation discusses diversities and ways participants can contribute to their own communities. (e78-79)

Weaknesses:
Activities incorporating topics of disabilities and linguistic differences were not addressed.

Part III. Invitational Priority #2

Invitational Priority 2: Promoting Information Literacy Skills (Yes/No).

Projects that describe how they will foster critical thinking and promote student engagement in civics education through professional development or other activities designed to support students in--

(a) Evaluating sources and evidence using standards of proof;

(b) Understanding their own biases when reviewing information, as well as uncovering and recognizing bias in primary and secondary sources;

(c) Synthesizing information into cogent communications; and

(d) Understanding how inaccurate information may be used to influence individuals, and developing strategies to recognize accurate and inaccurate information.

Overview:
The applicant has provided a plan to foster critical thinking and promote student engagement in civics education. Information literacy skills are also supported with the interactive training site provided. (e24-31)

Supporting Statements:

Strengths:
Participants will increase their information literacy skills with the use of the interactive Web Based Training Site to access lessons, discussion boards, etc. (e24) They will also augment their critical thinking skills as they read and discuss the books assigned in the academies. One such series of reading is the Turning Point Theme book selections. (e24-31)

Weaknesses:

No weaknesses cited.