

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

Status: Submitted

Last Updated: 08/07/2023 11:04 AM

Technical Review Coversheet

Applicant: Cal Poly Humboldt Sponsored Programs Foundation (S422B230047)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	20	20
Need for Project		
1. Need	25	24
Quality of the Management Plan		
1. Management Plan	25	25
Adequacy of Resources		
1. Adequacy of Resources	30	29
Sub Total	100	98
Priority Questions		
Competitive Preference Priority 1		
Innovative Activities for Civic Engagement		
1. Civic Engagement	5	5
Sub Total	5	5
Competitive Preference Priority 2		
Student Access to Resources and Opportunities		
1. Promoting Equity	7	6
Sub Total	7	6
Total	112	109

Technical Review Form

Panel #6 - AHC-NA - 6: 84.422B

Reader #1: *****

Applicant: Cal Poly Humboldt Sponsored Programs Foundation (S422B230047)

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 demonstrates a rationale. (10 points)
 - (ii) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition. (10 points)

Strengths:

The proposed plan describes a curriculum using The Four Freedom model to support student engagement in social studies. The civic engagement by the students is a characteristic of the TFF curriculum that is developed in conjunction with the selected teachers. There is a clear description of the development of the content and the teacher selection.

(i) The proposed plan details the initiative (pg. e14-e16) to strengthen teachers lessons and student understanding of The Four Freedoms (TFF) to improve civic engagement by building a classroom community in restorative practices and engage in civil discourse beyond the classroom.

(ii) The proposed plan on TFF describes the design and scope for the priorities of civic engagement, (pg. e19-e22) and how teachers will be supporting the students to engage in US history.

Weaknesses:

No Weaknesses noted.

Reader's Score: 20

Selection Criteria - Need for Project

1. 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. (7 points)
 - iii. The extent to which the services to be provided by the proposed project are focused on those with greatest needs. (10 points)

Strengths:

The proposed plan focuses on the TFF project that will support the needs of specific students in learning about civic engagement. The plan addresses properly the identification of participants, schools and students that will be given an

opportunity to strengthen their learning of US history. The plan identifies various group of students, but it comes short on describing how those gaps will be minimized.

(i)The proposed plan documents the project (pg. e38-e39) with research, and the severity of the problem students underperforming on civic exams. This provides more clarity of the civic education using TFF necessity in the classroom.

(ii) The proposed plan provides good details (pg. e41-e43) in a rubric for identification of schools based on the characteristic of the students to develop a well-rounded project participation.

(iii) The proposed plan provides evidence of how TFF (pg. e40-e41) curriculum will be implemented in high needed schools which provides greater necessity for civic engagement for students lacking in knowledge of US history.

Weaknesses:

(ii)The proposed plan needed more clarification in the project to identify how gaps (pg-e27-e28) will be closed by various student groups.

Reader's Score: 24

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. (13 points)

ii. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (12 points)

Strengths:

The proposed plan provides evidence that various personnel and entities collaborated with each other to ensure the efficacy of the grant implementation. The timeline for the project is described in detail to ensure proper feedback during the implementation of the TFF curriculum. The plan provides a narrative of how data will be collected and analyzed to measure the acceptable implementation of the project.

(i)The proposed plan describes a strong coordination between various entities (pg. e42-e45) in the project that support the needs of the students to be engaged in the TFF curriculum. The various personnel allow for consistency in communication among the grant stakeholders to monitor the grant accurately. The communication between personnel is continuous as the grant is implemented and teacher lessons are modified with expert support.

(ii) The proposed plan outlines measures that are guided by questions (pg. e51-e55) to be used to measure the outcomes of the project and ensure accuracy of the data collection for analysis.

Weaknesses:

No weaknesses noted.

Reader's Score: 25

Selection Criteria - Adequacy of Resources

1. The Secretary considers the adequacy of resources for the proposed project. In determining the quality of the adequacy of resources, the Secretary considers the following factors:
 - i. The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. (6 points)
 - ii. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (8 points)
 - iii. The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multiyear financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, LEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence. (8 points)
 - iv. The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (8 points)

Strengths:

The proposed plan outlines in detail that support from the local university and researchers to the teachers. The resources used to strengthen teacher learning for curriculum implementation is aligned with the TFF objectives. The plan describes in detail the spending of the grant money to ensure students are versed in the differentiated civic engagement curriculum. The plan gives little description in how support will be translated to the teachers and eventually to student learning.

(i)The plan describes the use of the college facility (pg. e43-e44) to support the student needs and teacher preparation.

(ii) The plan provides details of costs, (pg. e44) and spending on teachers to increase their professional development in learning the content and develop materials for their students.

(iii-iv) The proposed plan describes the process for training teachers (pg. e45-e50) and creating a sustainable model to benefit the students to engage in rigorous academic instruction in civic engagement.

Weaknesses:

(iii)The proposed plan describes minimally the connection of partners (pg. e45-e46) to the grant and the efforts needed for local supports.

Reader's Score: 29

Priority Questions

Competitive Preference Priority 1 - Innovative Activities for Civic Engagement

1. Competitive Preference Priority 1: Innovative Activities for Civic Engagement (up to 5 points)

Under this priority, we provide funding to promote new and existing evidence-based strategies to encourage innovative civics and government learning strategies and professional development activities and programs for teachers, principals, or other school leaders, particularly such instruction, strategies, activities, and programs that benefit low income students and underserved populations. To meet this priority, a project must include one or both of the following-- a) Hands-on civic engagement activities for teachers and students; or b) Programs that educate students about the history and principles of the Constitution of the United States, including the Bill of Rights.

Strengths:

The proposed plan provides details of how students will learn TFF lessons and engage in civil discourse within their classrooms. The engagement of the students with the social studies curriculum will support the need for community engagements. The plan outlines the various students that will participate in the program which involves dual enrollment courses taught to students.

The project plan presents a TFF learning program that supports (pg. e19-e24) teachers developing social studies lessons to engage students in hand-on activities from various California areas. The plan outlines various lessons the students will engage in learning US history and developing a perspective to engage in civic action.

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Competitive Preference Priority 2 - Student Access to Resources and Opportunities**1. Competitive Preference Priority 2: Promoting Equity in Student Access to Educational Resources and Opportunities (up to 7 points)**

Under this priority, and applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students—

a) in one or more of the following educational settings: (1) Early learning programs (2) Elementary school (3) Middle school (4) High school (5) Career and technical education programs(6) Out-of-schooltime settings (7) Alternative schools and programs (8) Juvenile justice system or correctional facilities

b) That examines the sources of inequity and inadequacy and implement responses, and that may include one or both of the following:

c) Rigorous, engaging, and well-rounded (e.g., that include music and the arts) approaches to learning that are inclusive with regard to race, ethnicity, culture, language, and disability status and prepare students for college, career, and civic life, including civics programs that support students in understanding and engaging in American democratic practices (up to 3 points).

d) Establishing, expanding, or improving the engagement of underserved community members (including underserved students and families) in informing and making decisions that influence policy and practice at the school, district, or State level by elevating their voices, through their participation and their perspectives and providing them with access to opportunities for leadership (e.g., establishing partnerships between civic student government programs and parent and caregiver leadership initiatives) (up to 4 points).

Strengths:

The proposed plan provides a strong opportunity for high school students to participate in learning civic engagement within the TFF model in social studies class. The developed curriculum takes into consideration the student background in the selection process and allows the teachers to engage with the students in civic discourse. The plan gives a minimal description of student selection for participation.

The plan documents the training of non-history teachers in TFF (pg. e41-e42) and selection of students with low socio-economic status to support the eclectic population of the counties in California.

Weaknesses:

The proposed plan gives a description (pg. e41-e42) of the students, but it lacks a greater in-depth description of the categories of students to be selected for participation.

Reader's Score: 6

Status: Submitted
Last Updated: 08/07/2023 11:04 AM

Status: Submitted

Last Updated: 08/07/2023 09:46 AM

Technical Review Coversheet

Applicant: Cal Poly Humboldt Sponsored Programs Foundation (S422B230047)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	20	20
Need for Project		
1. Need	25	24
Quality of the Management Plan		
1. Management Plan	25	25
Adequacy of Resources		
1. Adequacy of Resources	30	26
Sub Total	100	95
Priority Questions		
Competitive Preference Priority 1		
Innovative Activities for Civic Engagement		
1. Civic Engagement	5	5
Sub Total	5	5
Competitive Preference Priority 2		
Student Access to Resources and Opportunities		
1. Promoting Equity	7	5
Sub Total	7	5
Total	112	105

Technical Review Form

Panel #6 - AHC-NA - 6: 84.422B

Reader #2: *****

Applicant: Cal Poly Humboldt Sponsored Programs Foundation (S422B230047)

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 demonstrates a rationale. (10 points)
- (ii) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition. (10 points)

Strengths:

The application demonstrates an exception design of the proposed project. It identifies a rationale and represents an exceptional approach to the priorities established for the competition.

(i) The proposed project demonstrates a strong rationale. The proposed project will train and support teachers in evidence-based methods to help their students build community in their classroom, across their classrooms, in their community, and beyond (page e14). The applicant describes this is needed based on research from the Center for Information & Research on Civil Learning and Engagement (CIRCLE) because students need intentional classroom activities and instruction to bring students together and help them understand their role in civil society (page e14). Additionally, the applicant presents a detailed logic model that includes inputs, outputs, and outcomes/impact (pages e64-65). Some of the outcomes based on the activities, such as dual enrollment and teacher participation in summer institutes, include teachers sustaining use of improved content knowledge of U.S. history, civics and geography in their instruction and students gaining college-level historical thinking skills and content knowledge (pages e64-65). The detail of the project shown in the logic model should result in an impactful project.

(ii) The proposed project represents an exceptional approach to the priorities established for the program. The applicant has implemented innovation instruction and professional development in American History and Civics and Government by improving the quality of teaching and student achievement (page e19). Additionally, the applicant demonstrates innovation, scalability, accountability, and a focus on underserved populations through the design and scope of the project. For example, teachers will engage in 70 hours or more of project activities that will help teachers develop their ability to implement tiered community building, civic engagement, and volunteering activities (page e20-e29).

Weaknesses:

(i) No weaknesses noted.

(ii) No weaknesses noted.

Reader's Score: 20

Selection Criteria - Need for Project

1. 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. (7 points)**
- iii. The extent to which the services to be provided by the proposed project are focused on those with greatest needs. (10 points)**

Strengths:

The application demonstrates a need for the project in adequate ways. It identifies specific gaps in service and opportunities that will be addressed by the proposed project, and it identifies how the proposed project is focused on those with the greatest needs. However, the magnitude of the problem to be addressed by the proposed project is unclear given the poverty data for San Diego county.

(i) The applicant demonstrates the magnitude of the problem to be addressed by the proposed project that will focus on schools and districts that include some of the most under-resourced districts, serving some of the highest rates of disadvantaged students. For example, the applicant provides data that one county included in the project serves 90,000 English Learners (page e35). Additionally, 7,000 American Indian students, who are typically underserved, are served by the schools in the three counties included in the project (pages e35-36).

(ii) The applicant identifies specific gaps in services and opportunities that will be addressed by the project. For example, the applicant notes that too many students do not connect with their teachers or classmates, and the proposed project plans to address this through Community Building Circles (page e38). Additionally, the applicant states that students graduate from high school unaware of their place in political and social society; however, the proposed project will address this through equitable education in civic engagement and civic discourse where teachers will build skills and beliefs in all students (pages e38-39). The proposed project will also create opportunities for civic engagement and volunteerism in the community to create a connectedness between students and the broader community, which is often lacking in students, particularly those from disadvantaged backgrounds (page e39). Furthermore, through a survey, the applicant found that 1/3 of elementary teachers in the target area took more than two history classes in college; therefore, the proposed project will support developing their historical thinking and knowledge (page e39).

(iii) The applicant clearly describes how the services provided by the proposed project are focused on those with the greatest needs. The applicant selected the target area to implement the project that serve predominantly high needs students, particularly at the secondary level, because 70% of students in the target area qualify in one more of the 15 categories defining underserved students (page e41). The proposed project also targets elementary, special education, Indian Education, Career Tech, and alternative education teachers, in addition to the traditional history and civics teachers (page e41). Additionally, to ensure the proposed project is engaging teachers best able to serve underrepresented students, the applicant provides a teacher selection rubric assigning more points to teachers who are at a high-need school and are in special education, English Learner instructor, Indian education, or alternative education (page e41). This is an exceptional strategy to ensure students with the greatest needs benefit from the project.

Weaknesses:

(i) The applicant lacks compelling details data about the three counties served in the proposed project. For example, while the percentage of persons living in poverty in Humboldt and Del Norte counties are 19.4% and 21.4%, respectively, which are both higher than the state at 12.3% and the nation at 11.6%, the percentage of persons living in poverty in San Diego County is 10.7%, which is lower than both the state and nation (page e24). The poverty data for San Diego county makes the need ambiguous.

(ii) No weaknesses noted.

(iii) No weaknesses noted.

Reader's Score: 24

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. (13 points)
- ii. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (12 points)

Strengths:

The application demonstrates the quality of the management plan in exceptional ways. It identifies a management plan that will achieve the objectives of the proposed project on time and within budget. It also identifies excellent procedures for ensuring feedback and continuous improvement.

(i) The applicant demonstrates a comprehensive management plan to achieve the objectives of the proposed project on time and within budget. The applicant presents the key personnel with their responsibilities and qualifications who are responsible for day-to-day operations (page e43-46). The leadership team will meet monthly to guide the program, review data and measure progress (page e46). In addition to the leadership team, the proposed project will utilize an Advisory Committee that will meet quarterly to review progress, identify how student needs are being met, and identify how partners and schools can better collaborate (pages e46-47). The applicant also presents a detailed timeline with milestones and the responsible parties for ensuring those milestones are met (pages e48-50). Furthermore, the applicant has developed a detailed professional development session schedule for each year of The Four Freedoms project (pages e20-29). The applicant's exceptional, well thought-out management plan to achieve objectives of the proposed project should lead to a successful project.

(ii) The applicant details procedures to ensure feedback and continuous improvement in the operation of the proposed project. The applicant will implement methods of evaluation that include quantitative and qualitative data (page e51). For example, some of the quantitative data will include number of students completing activities, and some of the qualitative data will include interviews and surveys (page e51). Additionally, the applicant describes five levels of professional development evaluation that all include using the information for continuous improvement (pages e51-52). The applicant will also evaluate teacher participants and their students' growth (pages e53-55). The applicant uses multiple methods to evaluate the proposed project. Furthermore, continuous improvement will be discussed among the leadership team during their monthly meetings to ensure the program incorporates feedback for changes (page e46).

Weaknesses:

(i) No weaknesses noted.

(ii) No weaknesses noted.

Reader's Score: 25

Selection Criteria - Adequacy of Resources

1. The Secretary considers the adequacy of resources for the proposed project. In determining the quality of the adequacy of resources, the Secretary considers the following factors:
 - i. The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. (6 points)
 - ii. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (8 points)
 - iii. The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multiyear financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, LEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence. (8 points)
 - iv. The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (8 points)

Strengths:

The application demonstrates adequacy of resources in limited ways. It identifies reasonable costs in relation to the objectives, design, and potential significance of the proposed project. However, it lacks full support, such as facilities, from the applicant organization and lacks demonstrated commitment of each partner in the proposed project. Additionally, the application lacks details that its resources are available to operate the project beyond the length of the grant, including a multiyear financial model.

(i) The applicant notes that its infrastructure, facilities, and resources will provide strong support for the proposed project (page e55). The applicant will partner with its School of Education and Department of History to student teacher preparation (page e55).

(ii) The applicant presents costs that are reasonable in relation to the objectives, design, and potential significance of the proposed project. The applicant's budget of \$2,446,460, which includes personnel, travel, and training stipends, for three years will average to a yearly cost per student of \$326 (page e56). The budget for the project allows for an impactful project that will strengthen history and civics education for underserved students.

(iii) The applicant describes a potential plan to operate the project beyond the length of the grant. The applicant will create a team in 2024 to begin discussing sustainability plans to maintain staff and interventions beyond the grant period (page e62). The applicant will look at funding through the California Commission on Teacher Credentialing, P-16 Initiative, the TK-12 schools' Local Control Funding Formula, Title I and Title IV funds, and foundations (page e62).

(iv) The applicant explains the relevance of the partners in the proposed project to the implementation and success of the project. The applicant states the partnerships that are required for a successful project as well as programs and initiatives in the state that align with the project's goals (pages e57-62). The applicant's partners are a necessity for a successful project.

Weaknesses:

(i) The applicant fails to clearly describe the adequacy of support, including facilities, equipment, and supplies from the applicant organization. While the applicant briefly mentions that it has infrastructure, facilities, and resources, the applicant does not clearly detail this information (pages e55-56). The applicant discusses historical partnerships but fails to address how these impact the proposed project (pages e55-56).

(ii) No weaknesses noted.

(iii) The applicant presents a limited plan to operate the project after the grant funding ends. The applicant provides a plan to begin discussing sustainability; however, the applicant lacks details for any concrete financial obligations for sustainability (page e62). To strengthen the sustainability plan, the applicant could commit to maintaining personnel to support the project after the grant funding ends.

(iv) While the applicant describes the project as a partnership between the university, three county offices of education, school districts, and history, civics, and community partners; however, the application lacks demonstrated commitment through letters of support from these partners that show a firm commitment to the project's success (page e62). Therefore, it is not clear if the partners, such as the county offices of education and school districts, fully support the application.

Reader's Score: 26

Priority Questions

Competitive Preference Priority 1 - Innovative Activities for Civic Engagement

1. Competitive Preference Priority 1: Innovative Activities for Civic Engagement (up to 5 points)

Under this priority, we provide funding to promote new and existing evidence-based strategies to encourage innovative civics and government learning strategies and professional development activities and programs for teachers, principals, or other school leaders, particularly such instruction, strategies, activities, and programs that benefit low income students and underserved populations. To meet this priority, a project must include one or both of the following-- a) Hands-on civic engagement activities for teachers and students; or b) Programs that educate students about the history and principles of the Constitution of the United States, including the Bill of Rights.

Strengths:

The applicant presents an exceptional approach to innovative activities for civic engagement. It identifies evidence-based strategies to encourage innovative civics and government learning strategies and professional development activities for teachers, and it identifies how the program will benefit low-income students and underserved populations. Additionally, the application includes hands-on civic engagement activities for teachers and students and programs that educate students about the history and the principles of the Constitution of the United States, including the Bill of Rights.

The proposed project clearly promotes evidence-based strategies to encourage innovative civics and government learning strategies and professional development activities and programs for teachers (pages e19-34). The proposed project outlines a detailed professional development schedule for the full three-years of the project. The hands-on civic engagement activities, such as the circle curriculum, for teachers and students are embedded in the state's already establish multi-tiered system of support (page e19). The Constitution of the U.S., including the Bill of Rights, lies within the full three-year professional development plan, and within the first session of professional development in early 2024, an article authored by Carol Berkin discusses the Bill of Rights. Additionally, the proposed project primarily benefits low-income students and underserved populations that are described throughout the application. For example, the dual enrollment costs of the project will be covered for low-income students, identified as those who qualify for Free and Reduced Priced Meal and/or MediCal, through a partnership with Cal Poly Humboldt's P-16 Initiative (page e33).

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Competitive Preference Priority 2 - Student Access to Resources and Opportunities

1. Competitive Preference Priority 2: Promoting Equity in Student Access to Educational Resources and Opportunities (up to 7 points)

Under this priority, and applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students—

a) in one or more of the following educational settings: (1) Early learning programs (2) Elementary school (3) Middle school (4) High school (5) Career and technical education programs (6) Out-of-schooltime settings (7) Alternative schools and programs (8) Juvenile justice system or correctional facilities

b) That examines the sources of inequity and inadequacy and implement responses, and that may include one or both of the following:

c) Rigorous, engaging, and well-rounded (e.g., that include music and the arts) approaches to learning that are inclusive with regard to race, ethnicity, culture, language, and disability status and prepare students for college, career, and civic life, including civics programs that support students in understanding and engaging in American democratic practices (up to 3 points).

d) Establishing, expanding, or improving the engagement of underserved community members (including underserved students and families) in informing and making decisions that influence policy and practice at the school, district, or State level by elevating their voices, through their participation and their perspectives and providing them with access to opportunities for leadership (e.g., establishing partnerships between civic student government programs and parent and caregiver leadership initiatives) (up to 4 points).

Strengths:

The application demonstrates promoting equity in student access to educational resources and opportunities in limited ways. It identifies rigorous and engaging approaches to learning that are inclusive and prepare students for college, career, and civic life. However, it lacks details on a well-rounded learning approach that includes music or the arts. Additionally, it lacks details regarding how the proposed project will engage underserved community members and provide access to opportunities for leadership.

The proposed project will promote educational equity through serving students in elementary schools, special education, Indian Education, career and technical education programs, and alternative programs as well as history and civics teachers (page e41). The program has rigorous and engaging approaches to learning that are inclusive and prepare students for college, career, and civic life. The program teaches students to have civil discourse in the classroom and promotes methods to communicate civilly about hard topics (page e30). This is a necessary skill for students to learn to be successful in college and career as well as be respected in their civic lives.

Weaknesses:

The proposed project lacks a well-rounded approach that includes music or the arts. Additionally, the application lacks details regarding how the proposed project will establish, expand, or improve the engagement of underserved community members, including underserved families in informing, making decisions that influence policy and practice at the school, district, or state level through their participation and their perspectives. Additionally, it is not clear how the project will provide access to opportunities for leadership, such as establishing partnerships between civic student government programs and parent and caregiver leadership initiatives (pages e57-62).

Reader's Score: 5

Status: Submitted
Last Updated: 08/07/2023 09:46 AM

Status: Submitted

Last Updated: 08/07/2023 09:30 AM

Technical Review Coversheet

Applicant: Cal Poly Humboldt Sponsored Programs Foundation (S422B230047)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	20	20
Need for Project		
1. Need	25	25
Quality of the Management Plan		
1. Management Plan	25	25
Adequacy of Resources		
1. Adequacy of Resources	30	29
Sub Total	100	99
Priority Questions		
Competitive Preference Priority 1		
Innovative Activities for Civic Engagement		
1. Civic Engagement	5	5
Sub Total	5	5
Competitive Preference Priority 2		
Student Access to Resources and Opportunities		
1. Promoting Equity	7	7
Sub Total	7	7
Total	112	111

Technical Review Form

Panel #6 - AHC-NA - 6: 84.422B

Reader #3: *****

Applicant: Cal Poly Humboldt Sponsored Programs Foundation (S422B230047)

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 demonstrates a rationale. (10 points)

(ii) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition. (10 points)

Strengths:

The applicant presents a quality project design. A logic model is provided that highlights the inputs/resources, specific activities, and relevant outcomes. The proposed project clearly addresses the priorities for the competition.

Supporting Statements:

Strengths:

i. The applicant clearly indicates that the proposed project demonstrates a rationale. The applicant provides an extremely detailed logic model that clearly identifies the inputs and planned activities and links them to relevant outputs and short-, medium-, and long-term outcomes. For example, the applicant will provide 70+ hours of professional development (PD) in American history, civics, and geography for 50 teachers and up to 10 student teachers per year to cohorts of educators located in Northern California and San Diego. This will lead to an increase in teacher knowledge in American history, civics education, and geography, and implementation of effective teaching strategies to support student engagement, civic discourse, and volunteerism. Project goals, objectives, and extensive PD activities are clearly documented. (e10, e13-18, e64-66)

ii. The applicant clearly demonstrates that the proposed project represents an exceptional approach to the priority established for the competition. For example, the project will revolve around the Four Freedoms and includes an extensive PD training schedule that will cover topics such as the Constitution, an examination of race, class, and gender within the Constitution, Native Americans and the Constitution, interactive teaching, civic values, the 3WC approach, marginalized Americans, and modern times. The PD schedule covers three years and includes dates of trainings, focused topics, readings, and training format. Additional innovative components include the development of two dual enrollment US History classes and one US Government/Political Science class, which will provide students with the opportunity to earn college credit prior to high school graduation; teacher collaboration through professional learning communities (PLCs); and engagement in National History Day California and California Seal of Civic Engagement. (e19-34)

Weaknesses:

i. No weaknesses noted.

ii. No weaknesses noted.

Selection Criteria - Need for Project

1. **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. (7 points)**
 - iii. **The extent to which the services to be provided by the proposed project are focused on those with greatest needs. (10 points)**

Strengths:

The applicant cites appropriate research to identify the needs for the proposed project. Sizeable gaps in historical knowledge are indicated. Clear evidence is provided that indicates the applicant will direct the project resources to those with the greatest needs.

Supporting Statements:

Strengths:

- i. The applicant thoroughly describes the severity of the problem to be addressed by the proposed project. Specifically, the applicant will serve rural and lower income areas of Northern California and San Diego County. The applicant cites extensive research that showcases the extreme disparities in income, extremely diverse populations, challenges associated with geographic rurality, social and economic problems, high numbers of homeless students, high numbers of children and adults with high ACEs (Adverse Childhood Experiences) scores, and high rates of poor mental and emotional health of students in middle school and high school. All of these factors point to a clear need for the proposed project. (e35-40)
- ii. The applicant fully explains the specific gaps and weaknesses in services, infrastructure, and opportunities that will be addressed by the proposed project. For instance, the applicant cites data from NAEP that found only 22% of U.S. eighth grade students scored proficient or advanced on the civics exam and a mere 13% scored proficient or advanced on the history exam. Other data indicates that 60% of rural students and about one-third of urban and suburban students are located in civic deserts, which means they do not have sufficient access to civics education and engagement. (e14, e35-40)
- iii. The applicant clearly documents how the services to be provided by the proposed project are focused on those with the greatest needs. As indicated above, the applicant will focus on serving LEAs and alternative education programs located in rural and urban areas that serve diverse student populations. The applicant has established preliminary criteria for teacher selection which includes prioritizing teachers from high-need schools, schools with a lack of access to university classes in American history, Civics, and Geography, schools with a lack of PD focused on history, civics, and geography, and non-history teachers, including special education, English Language Learner instructors, Indian Education, and alternative education teachers. The prioritization of teachers will ensure schools and teachers of high need receive first access to participation in the project and ultimately, that the students served by these teachers gain access to increased historical and civics education knowledge, which will likely increase their overall civic engagement. (e40-42)

Weaknesses:

- i. No weaknesses noted.
- ii. No weaknesses noted.
- iii. No weaknesses noted.

Reader's Score: 25

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. (13 points)**
- ii. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (12 points)**

Strengths:

A thorough management plan is presented and will surely support the implementation of the proposed activities. Key personnel are clearly identified. An extensive evaluation plan is provided.

Supporting Statements:

Strengths:

- i. The applicant provides a comprehensive 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. Extensive grant management experience, employment of a project team with significant training and relevant experience, an Advisory Committee of diverse stakeholders, the planned hire of an External Evaluator, and monthly meetings with the leadership team will ensure the project is successfully implemented and managed. Goals and objectives are clearly linked and specified. Objectives are measurable and linked to relevant data indicators. A management plan is provided for each year of the grant and clearly identifies activities and milestones, persons responsible for carrying out individual activities, and appropriate timeframes. Project staff are clearly identified and resumes are provided. (e42-50)
- ii. The applicant provides a detailed plan to ensure feedback and continuous improvement in the operation of the proposed project. The applicant will employ an External Evaluator to lead the evaluation plan. Quantitative and qualitative data will be collected monthly and quarterly and will be utilized to monitor participant attendance, implementation of Tiers 1-3 activities, the number of students completing activities, and progress towards objectives and goals. The Evaluators will be fully immersed in the project and will attend and evaluate PD trainings for teachers. The development of a Program Implementation Fidelity Matrix will track progress in meeting short-, mid-, and long-term goals. (e51-55)

Weaknesses:

- i. No weaknesses noted.
- ii. No weaknesses noted.

Reader's Score: 25

Selection Criteria - Adequacy of Resources

1. The Secretary considers the adequacy of resources for the proposed project. In determining the quality of the adequacy of resources, the Secretary considers the following factors:
 - i. The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. (6 points)
 - ii. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (8 points)
 - iii. The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multiyear financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, LEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence. (8 points)
 - iv. The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (8 points)

Strengths:

The applicant documents necessary resources to carry out the proposed project as described. Multiple partners and collaborators are identified and confirmed via letters of commitment. An appropriate sustainability plan that includes discussion of continued sources of funding is included. The Co-Director's requested salary exceeds 55% FTE of the base salary.

Supporting Statements:

Strengths:

- i. The applicant thoroughly indicates exceptional support, facilities, equipment, supplies, and other resources to carry out the proposed project. For example, the applicant notes that the School of Education and Department of History have a long history of engaging with LEAs in the northern part of the state and in Del Norte County. They have secured and successfully implanted nine Teaching American History grants. (e55-56)
- ii. Overall costs appear very reasonable in relation to the objectives, design, and potential significance of the proposed project. The project is expected to serve 50 teachers and up to 10 student teachers per year across 20+ high needs schools and reach 7,500 students in total, which equates to \$326 cost per student. Personnel, fringe benefits, travel, supplies, contractual, other costs, indirect costs, and training stipends are identified and appropriately categorized in the budget. (e56, e129-144)
- iii. The applicant fully demonstrates that it has the appropriate resources to operate the project beyond the length of the grant. The inclusion of 20 student teachers per year in PD trainings will serve as a pipeline for continued implementation of the historical and civic content knowledge and teaching strategies into the schools, as student teachers often find permanent positions in the schools or district in which they completed their student teaching. Continuing partnerships with three county offices of education, school districts, and community partners and expected increased retention of students, California's planned Ethnic Studies requirement, and California's Seal of Civic Engagement will require the continuation of project activities and increase the likelihood of additional funding from State and other external sources. (e55-62)
- iv. The specified partners clearly demonstrate commitment to the implementation and success of the proposed project. Required letters of commitment are provided from all identified partners. The letters clearly articulate the resources and services that each partner has agreed to contribute to the project. (e10, e108-125)

Weaknesses:

- i. No weaknesses noted.
- ii. The calculated project salary for the Co-Director, Heather Ballinger, at 55% FTE with a base salary of \$66,588.00 cannot be \$60,779.00. (e132)
- iii. No weaknesses noted.
- iv. No weaknesses noted.

Reader's Score: 29

Priority Questions

Competitive Preference Priority 1 - Innovative Activities for Civic Engagement

1. Competitive Preference Priority 1: Innovative Activities for Civic Engagement (up to 5 points)

Under this priority, we provide funding to promote new and existing evidence-based strategies to encourage innovative civics and government learning strategies and professional development activities and programs for teachers, principals, or other school leaders, particularly such instruction, strategies, activities, and programs that benefit low income students and underserved populations. To meet this priority, a project must include one or both of the following-- a) Hands-on civic engagement activities for teachers and students; or b) Programs that educate students about the history and principles of the Constitution of the United States, including the Bill of Rights.

Strengths:

The applicant clearly describes several innovative activities for civic engagement that teachers and students will participate in. These hands-on activities are expected to increase teachers' and students' knowledge of U.S. history, the Constitution, and civics education.

Supporting Statements:

Strengths:

a. The applicant clearly documents that the proposed project includes hands-on civic engagement activities for teachers and students. Examples for teachers include multimedia sources for learning, online and in-person classes and meetings, PLC meetings, book talks with historians, and Tiered community building, civic engagement, and volunteering PD activities. Whereas engagement activities for students include community building through Restorative Practice in teachers' classrooms, the implementation of civil discourse curriculum in the classroom, civic volunteerism in the community, dual enrollment classes, and participation in National History Day California. (e19-34)

b. The applicant clearly specifies that the proposed project provides programs that educate students about the history and principles of the Constitution of the United States, including the Bill of Rights. The applicant provides an extremely detailed Four Freedoms Session Schedule for PD that includes content in the Constitution in Crisis, marginalized populations, race, class, and gender within the Constitution, Native Americans and the Constitution, and current civil rights. (e19-34)

Weaknesses:

- a. No weaknesses noted.
- b. No weaknesses noted.

Reader's Score: 5

Competitive Preference Priority 2 - Student Access to Resources and Opportunities

1. Competitive Preference Priority 2: Promoting Equity in Student Access to Educational Resources and Opportunities (up to 7 points)

Under this priority, and applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students—

a) in one or more of the following educational settings: (1) Early learning programs (2) Elementary school (3) Middle school (4) High school (5) Career and technical education programs(6) Out-of-schooltime settings (7) Alternative schools and programs (8) Juvenile justice system or correctional facilities

b) That examines the sources of inequity and inadequacy and implement responses, and that may include one or both of the following:

c) Rigorous, engaging, and well-rounded (e.g., that include music and the arts) approaches to learning that are inclusive with regard to race, ethnicity, culture, language, and disability status and prepare students for college, career, and civic life, including civics programs that support students in understanding and engaging in American democratic practices (up to 3 points).

d) Establishing, expanding, or improving the engagement of underserved community members (including underserved students and families) in informing and making decisions that influence policy and practice at the school, district, or State level by elevating their voices, through their participation and their perspectives and providing them with access to opportunities for leadership (e.g., establishing partnerships between civic student government programs and parent and caregiver leadership initiatives) (up to 4 points).

Strengths:

The applicant will clearly promote educational equity to resources and opportunities by prioritizing underserved students and engaging teachers and students through a variety of activities to increase knowledge and skills in democratic processes and to increase participation in civic engagement.

Supporting Statements:

Strengths:

- a. The applicant specifies that the proposed project will promote educational equity and adequacy in resources and opportunity for underserved students attending public LEAs and alternative education schools. (e40-42)
- b. It is clear that the proposed project will examine the sources of inequity and inadequacy. (e40-42)
- c. The proposed project documents rigorous, engaging, and well-rounded approaches to learning that are inclusive with

regard to race, ethnicity, culture, language, and disability status and prepare students for college, career, and civic life, including civics programs that support students in understanding and engaging in American democratic practices. For example, one of the preliminary criteria for teacher selection will allow the prioritization of Special Education teachers, English Learner Instructors, Indian Education teachers, and Alternative education teachers, which will increase access to project content for students with disabilities, multilingual learners, Native American students, and students in alternative learning environments. (e40-42, e154-156)

d. The proposed project will establish, expand, and improve the engagement of underserved community members in informing and making decisions that influence policy and practice at the school, district, and/or State level by elevating their voices, through their participation and their perspectives and providing them with access to opportunities for leadership. This will occur through the implementation of civics education curriculum, civic volunteerism, and participation in National History Day California. (e40-42)

Weaknesses:

a. No weaknesses noted.

b. No weaknesses noted.

c. No weaknesses noted.

d. No weaknesses noted.

Reader's Score: 7

Status: Submitted

Last Updated: 08/07/2023 09:30 AM