

**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: Center for Civic Education (S422B230052)

Reader #1: *****

	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	23
Adequacy of Resources		
1. Adequacy of Resources	30	29
Sub Total	100	97
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	109

Technical Review Form

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

Reader #1: *****

Applicant: Center for Civic Education (S422B230052)

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 details how Center for Civic Education will use hand-on student activities in elementary and middle school to increase civic engagement. The plan specifies how teachers will create lesson plans that will address student misinformation about democracy to become better citizens. The plan also outlines the importance of empowering students with knowledge to navigate the media and digital information in the social studies classes.

(i)The proposed project describes multiple research findings of how teachers struggle to deal with misinformation when there lack of civic engagement preparation (pg. e17-e18) and why it is important to empower teachers who will provide practices that support student civic learning.

(ii)The proposed plan presents thought-out practices (pg. e26-e28) such as asses-based pedagogies that are student centered to engage elementary and middle school students understand civic engagement.

Weaknesses:

No weaknesses were 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 outlines the need for the project by referring to various research into the spread of misinformation and how to combat it. The plan describes how teachers' views on digital media and civic education are needed to support student understanding of the US constitution and government. The plan addresses how it will engage and support targeted groups who lack the knowledge to understand and participate in civic duties.

(i) The proposed plan reference's multiple studies (pg. e40-e41) by US Department of Education and other entities on the need to improve civic education. The research paints a clear picture for the need of teachers versed in civic pedagogy.

(ii) The proposed plan identifies underserved 4th-8th grade students (pg. e42-e.43) that will engage in rigorous social studies curriculum through the development of proper pedagogical lessons on the US constitution by teachers through collaborative model. These lessons will support the student's learning of civic engagement while minimizing their misconceptions about US history.

(iii) The proposed plan addresses the need for students in underserved communities (pg. e44) to benefit from learning about democratic processes and allow students to participate in civil discourse and consensus building.

Weaknesses:

No weaknesses were 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:

The proposed plan describes the staff participants in the grant as experienced in K-12 education and curriculum development. The personnel background in education supports the roles in the grant and they are clear on how they will implement the grant. The budget is descriptive in nature and takes into consideration the personnel and miscellaneous funds. The proposal timeline is applicable to produce content, the collaboration with teachers, and implementing the pedagogies with students. The plan has a continuous plan that is lacking in greater description for teacher support and student effectiveness.

(i) The proposed plan outlines the key project personnel (pg. e46-e49) such as curriculum manager, accounting, technology staff, etc. to support the grant timeline properly and ensure the funding is adequately dispersed.

(i) The proposed plan outlines a budget (pg. e179-e185) that takes into consideration appropriate spending by various positions and properly accounts for the funds to keep accurate records and maintain the integrity of the grant.

(ii) The proposed plan specifies which personnel will participate in the continuous process (pg. e50-e56) to evaluate the implementation and data measures related to the student and teacher input, which will allow for greater transparency of the grant implementation.

Weaknesses:

(ii)The proposed plan describes minimally a continuous process (pg. e50) of who will continue to lead the coordination as information is being processed and shared with teachers to modify lessons for the students.

Reader's Score: 23

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 describes a long-time relationship between the Center and UCLA in using equipment, facilities, and personnel. The development of the financial plan was appropriate for the grant. The proposed plan has partnered with many institutions to support the teachers and students in promoting engagement in civic curriculum. The plan provides evidence of the partnership's commitment to the Center and the support of the grant in identifying critical needs in media literacy and content development for teachers. The plan lacks in-depth the collaboration of private and public funds being immersed together and the effect it will have on the grant sustainability.

- (i)The proposed plan describes (pg. e43e44) in details how various entities of the grant and UCLA personnel work closely in using UCLA facilities, administrative staff, IT personnel, and grant accounting to ensure the grant continues properly during the timeline of the implementation.
- (ii) The proposed plan ensures the costs for the projected outcomes are appropriately allocated to personnel and financial resources (pg. e58-e59) to support the professional development of teachers in civic lesson planning and serve the underserved students directly.
- (iii)The proposed plan outlines a little commitment from the center (pg. e58-e59) to support the students and teachers beyond the grant completion, even though it describes multiple private and public funds.
- (iv) The proposed plan details various public institutions, like Georgetown University, and private 501(c) nonprofit funding (pg. e59-61) to support the three-year strategic plan and beyond to serve the underserved students.

Weaknesses:

(iii) The proposed plan lacks an in-depth (pg. e59-e60) process of how the public and private sectors will provide the funds to sustain the project. The plan needs more explicit description of how funds will be gathered to continue support of the underserved students and teachers when the grant is completed.

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 addresses how students through various social studies activities will engage in supporting their understanding of the constitution and how government operates. The lessons proposed in the plan are engrained in social studies content developed by teachers using modules that address the media misinformation. The proposed plan will give teachers a chance to participate in summer institutes to collaborate and get support for developing content on US government literacy.

(i) The proposed plan identifies the lesson plans (pg. e30-e33) that describe how students analyze points of civic misinformation in unreliable news sources. Then through critical thinking and problem solving in social studies class, students will be able to engage with their teacher to understand and correct the misinformation.

(ii) In the proposed lessons based on civic standard (pg. e33—e35) related to government, constitution, and public policy, students will reflect on their learning of how government and non-governmental organizations operate, and then present their understanding through a portfolio. This will give students the ability to learn about US history and engaging in civic dialogue.

Weaknesses:

No weaknesses were 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 details how underprivileged students in 4th-8th grade classes will examine and participate in learning about how the US government operates. The teacher lessons in the plan will provide high quality instructions to students by combining multiple subjects in the discussion about civic engagement. The proposed plan presents a way for the students to understand civic attributes and to allow them to present their understanding to the local community.

The proposed plan presents approaches that engage underprivileged elementary and middle school students in the political process (pg. e35-e36). This will help to minimize misinformation in civic engagement early in student's career. The proposed plan has lessons that are developed to build on other subjects like math and science to be embedded in tackling civic issues (pg. e36-e38). This across the curriculum approach will provide students the opportunity to become innovators to voice their problems through engagement with other students and the community.

Weaknesses:

No weaknesses were noted.

Reader's Score: 7

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Technical Review Coversheet

Applicant: Center for Civic Education (S422B230052)

Reader #2: *****

	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	21
Adequacy of Resources		
1. Adequacy of Resources	30	30
Sub Total	100	96
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	107

Technical Review Form

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

Reader #2: *****

Applicant: Center for Civic Education (S422B230052)

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 a high quality of the project design in exceptional ways. It identifies an excellent project rationale and an exceptional approach to the priorities established for the competition.

(i) The applicant proposes a project that demonstrates a strong rationale. The applicant describes the amount of misinformation and disinformation on social media and other sites that are visited by K-12 students, which creates a need to improve civic and media literacy education (page e17). Additionally, the applicant notes research that found that teachers struggle dealing with misinformation from news media, social media, and students, and these teachers are seeking curricular tools and professional development that will equip them to address misinformation and promote media literacy in the classroom (page e17). The applicant also provides a detailed logic model for the project that includes inputs, actions, and short-term and long-term goals (page e65). Some of the inputs include expert staff, consultants, and mentor teachers, and the some of the long-term outcomes include teachers improving content knowledge and instructional practices and student voices elevated in policy discussion (page e65). The strong rationale of the project leads to a higher quality project design.

(ii) The proposed project represents an exceptional approach to the priorities established for the competition. Improving the quality of teaching and student achievement in American history, civics, and government in elementary and secondary schools is not only a priority for this competition, but also a strategic priority for the applicant (page e26). The proposed project will incorporate a range of interactive and asset-based pedagogies and democratic practices through focusing on media literacy and public policy lessons to engage grades 4th through 8th students in underserved schools (page e27). Additionally, the proposed project's lessons will expand students' capacity to critically analyze information and their sources resulting in students being able to discern fact from opinion and misinformation (page e27). The proposed project will also demonstrate scalability in years 2 and 3 of the project but also continue it with the availability of media literacy resources free of charge on the applicant's website (page e29).

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 application demonstrates a need for the project in exceptional ways. It identifies the magnitude of the problem to be addressed by the project and the extent to which specific weaknesses are identified and addressed by the proposed project. Additionally, the proposed project will provide services focused on those with the greatest needs.

(i) The applicant clearly describes the magnitude of the problem to be addressed by the proposed project. The applicant notes that the spread of disinformation online is a problem facing the United States and the world, and those living in underrepresented communities are especially vulnerable to misinformation (page e40). Additionally, the applicant notes that the 2022 NAEP test in American history and civics revealed low proficiency with only 22% of 8th grade students performing at or above the proficient level on the 2022 NAEP Civics Assessment and 78% of students scoring at the basic or below-basic levels (pages e40-41). Furthermore, many states only require a semester-long civics course in high school, which is shown to be inadequate through the NAEP assessments (page e40). Teachers are also not equipped with the content knowledge because they are taught pedagogy but lack extensive coursework in content with over 80% of colleges not requiring history or government (page e41). The applicant demonstrates the magnitude of the problem through low student proficiency, spread of disinformation, and unequipped teachers.

(ii) The applicant details weaknesses in infrastructure that will be addressed by the proposed project. Through a SWOT analysis, the applicant discovered that while various media literacy resources are available for teachers, the current civics curricula do not effectively integrate media literacy content with public policy (page e41). Additionally, a 2021 survey discovered that 90% of teachers agreed that more digital civic education is needed (page e41). Furthermore, underserved students in 4th-8th grades do not have many opportunities to engage in civic education, but the proposed project will serve students at the elementary level to develop fundamental knowledge, skills, and dispositions (page e42).

(iii) The proposed project will provide services that are focused on those with the greatest needs. The proposed project will focus on the learning needs of upper elementary and middle school students from underserved communities (page e44). Additionally, the curriculum will benefit a wide range of learners including students at risk of failure, students who benefit from visual, auditory, reading, and kinesthetic modes of learning (page e44). Furthermore, the curricula will provide multiple means of engagement, representation, and action and expression, and the Universal Design for Learning-informed development process will increase the extent to which the project will meet student and teacher needs (page e44). By implementing concepts from various groups of learners with the greatest needs, the project should successfully reach a wide audience.

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:

The application demonstrates the quality of the management plan in adequate ways. It identifies a management plan to achieve the objectives of the proposed project on time and within budget. While the application notes procedures for ensuring feedback, it lacks details regarding the continuous improvement in the operation of the proposed project.

(i) The applicant provides a detailed management plan designed to achieve the objectives of the proposed project on time and within budget. The applicant includes a detailed timeline that includes milestones, responsible staff, and the time each of the milestone will occur (pages e47-50). For example, to achieve Goal 1, the Vice President & Chief Program Officer will hire a media literacy consultant in October-November 2023 (page e47). Additionally, the applicant identifies the name and title of key personnel with their primary role in the proposed project (pages e46-47). For example, the Project Director will oversee program staff and strategic vision for the project (page e46).

(ii) The applicant will implement measures for ensuring feedback and some aspects of continuous improvement in the operation of the proposed project. The proposed project's evaluation plan will include collecting qualitative and quantitative sources as well as formative and summative assessments (pages e50-51). The applicant also details activities, outcomes, and measures for each objective (pages e51-54). In the Objective 1.1 regarding developing media literacy lesson and educator support materials, the materials will be refined based on formative evaluation (page e51).

Weaknesses:

(i) No weaknesses noted.

(ii) The applicant lacks details for the continuous improvement process. As mentioned above, the applicant notes that formative evaluation will be used in one area; however, it is not clear if an individual or a team will make the decisions on what changes to implement to the program. Additionally, the applicant does not address continuous improvement after the media literacy lessons and educator support materials are developed (pages e51-54).

Reader's Score: 21

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 the adequacy of resources in exceptional ways. It identifies the adequacy of support through facilities, equipment, supplies, and other resources, and it identifies costs that are reasonable in relation to the objectives, design, and potential significance of the proposed project. Additionally, the application identifies that it has the resources to operate the project beyond the length of the grant, and it identifies demonstrated and relevant commitment of partners in the proposed project.

(i) The applicant demonstrates strong support, including facilities, equipment, supplies, and other resources, from the applicant organization. The applicant will provide office space, computers, and other office equipment, and it will also use an on-site cloud-based servers for its web-based systems and resources (page e58). Additionally, the applicant maintains a full-time program, publications/editorial, IT, and administrative staff (page e58). The accounting and program staff have expertise in federal regulations covering grants that will be beneficial to the proposed project.

(ii) The applicant presents a budget with costs that are reasonable in relation to the objectives, design, and potential significance of the proposed project. The proposed project's budget of \$2,661,235 includes line items, such as personnel, travel, and supplies that will support the project achieving the objectives (page e179). For example, the travel budget will allow for travel to annual project planning and professional development meetings with the state coordinators and mentor teachers (page e187).

(iii) The applicant fully demonstrates that it has the resources to operate the project beyond the length of the grant. The applicant will incorporate the project's resource, dissemination, and continued improvement into its ongoing national civic education efforts (page e59). Additionally, the applicant will absorb the financial burden of doing so and will still provide to offer the modules free through its website (page e59). The applicant receives financial support through public and private funding sources, including federal, state, and foundation-supported grants (page e59). Furthermore, the applicant has commitment of state partners for the proposed project, and they will continue to incorporate the professional development into their ongoing work and provide project resources to their in-state educator networks (page e61).

(iv) The applicant has demonstrated commitment that is relevant of each partner in the proposed project, and the partners are committed to the success of the project. The applicant has secured 10 state partners, including California We the People, Kansas State University, and Project Citizen Kentucky, that are committed to recruiting teachers (page e62). Additionally, these partners have confirmed the critical need for media literacy content and the expansion of the Project Citizen curricular program (page e62). The multiple partners have demonstrated commitment to the proposed through letters of support (pages e120-156).

Weaknesses:

(i) No weaknesses noted.

(ii) No weaknesses noted.

(iii) No weaknesses noted.

(iv) No weaknesses noted.

Reader's Score: 30

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 application presents innovative activities for civic engagement in exceptional ways. It identifies hands-on civic engagement activities for teachers and students, and it provides programs that educate students about the history and principles of the U.S. Constitution and the Bill of Rights.

The applicant proposes a project with evidence-based strategies that encourage innovative civics and government learning strategies and professional development activities that benefit low-income students and underserved populations. The proposed project includes hands-on civic engagement activities for teachers and students. For example, the students will engage in activities to solve real-world problems, which will strengthen their research and inquiry skills (page e33). Additionally, students will create a portfolio that will be presented to their communities in a simulated public hearing format or an actual public hearing (page e34). During the project, students will learn about the national government and refer to sections of the U.S. Constitution and Bill of Rights to analyze and defend the constitutionality of their proposed solutions (page e35).

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 that the proposed project promotes equity in student access to educational resources and opportunities in adequate ways. It identifies how the proposed project will provide elementary and middle school students with rigorous and engaging approaches to learning, and it describes how the proposed project will improve the engagement of underserved community members and provide them access to opportunities. However, the application lacks clear details about how the learning approaches are well-rounded.

The applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students in upper elementary and middle schools. The proposed project is rigorous and engaging approaches to learning by engaging students at an early age and will serve a critical need of empowering students to competently, effectively, and responsibly exercise their inalienable right to voice in the creation of laws that govern them and their society (page e35). Additionally, the proposed project improves the engagement of underserved community members, including students and families, in informing and making decisions that influence policy and practice through their participation and perspectives and providing them access to leadership opportunities. The methodologies will be interactive and support community building in the classroom, and the lessons will also be inquiry driven and designed using Universal Design for Learning (UDL) principles that will provide all students an opportunity to engage with the content (page e38). The proposed project will provide learning opportunities for community members by teaching lessons to students that will help them educate their parents, relatives, and others to identify misinformation on social media and other outlets, and parents will be invited to their students' presentations (page e37). These student engagement activities give students opportunities to hone their leadership skills.

Weaknesses:

The proposed project lacks details about well-rounded learning approaches, such as music and art. It is unclear if or how the project will incorporate these areas into the learning approaches for students (pages e35-38).

Reader's Score: 6

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Technical Review Coversheet

Applicant: Center for Civic Education (S422B230052)

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	23
Adequacy of Resources		
1. Adequacy of Resources	30	30
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	7
Sub Total	7	7
Total	112	110

Technical Review Form

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

Reader #3: *****

Applicant: Center for Civic Education (S422B230052)

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 fully addresses the priorities for the competition.

Supporting Statements:

Strengths:

i. The applicant clearly indicates that the proposed project demonstrates a rationale. A detailed logic model is provided and includes the existing conditions, inputs, actions/activities, and short-term and long-term outcomes. For example, expert staff and consultants will develop media literacy lessons and the lessons will be piloted, which will lead to new media literacy resources that are widely available and improved teacher content knowledge and pedagogical skills. The applicant cites relevant research that indicates teachers are in need of curricular tools and professional development (PD) that will allow them to incorporate media literacy training into their classes. (e11, e15-26, e65)

ii. The applicant clearly demonstrates that the proposed project represents an exceptional approach to the priority established for the competition. The project will include interactive and asset-based pedagogies, democratic practices, instruction in history, government, and law, discussion of international and national events, opportunities to learn through community service, and simulated democratic processes. Media misinformation will be examined. (e26-32)

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 applicant cites relevant research to identify the needs for the proposed project. 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 clearly describes the severity of the problem to be addressed by the proposed project. For instance, research indicates that BIPOC students and students living in poverty are much more likely to be assigned teachers with the least experience and weakest academic backgrounds. Moreover, only 22 percent of eighth grade students met the proficient level for the 2022 NAEP Civics Assessment, and these scores were even lower for students in poverty, BIPOC students, students with disabilities, and English language learners. (e29, e40-41)
- ii. The applicant thoroughly explains the specific gaps and weaknesses in services, infrastructure, and opportunities that will be addressed by the proposed project. Gaps in classroom practices and teacher PD that focuses on media literacy and civic learning for elementary and middle grades were identified by a national network of educators and through multiple data sources. A majority of teachers (90%) agreed that there is a need for digital civic education, and a majority (96%) were interested in attending PD for this. (e17, e41-43)
- iii. The applicant clearly documents how the services to be provided by the proposed project are focused on those with the greatest needs. The applicant will prioritize serving low-income students, under-resourced students, and underserved communities. (e15, e43-45)

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:

The applicant provides a well-designed management plan to support the implementation of the proposed activities. Key personnel are identified and a majority appear to have relevant training and experience. It is evident that feedback and continuous improvement will occur throughout the project period. Several job qualifications for the to-be-hired positions and percentage of effort (FTE) for the External Evaluators are not provided.

Supporting Statements:

Strengths:

i. The applicant provides a detailed 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. Prior successful grant management experience assures the applicant's ability to implement and manage the proposed project and grant funds. Resumes are provided for filled staff positions. Percentage of effort is indicated for key personnel. The management plan clearly identifies project milestones and links them to responsible staff, and a reasonable timeline of occurrence for each identified goal. Finally, a quasi-experimental research design will be employed by CERL to examine teachers' and students' growth in media literacy, government, public policy, and civic engagement. (e45-50, e88-116, e179-196)

ii. The applicant provides complete information to ensure feedback and continuous improvement in the operation of the proposed project. Quantitative and qualitative data will be collected and evaluated and considered by the Director of National and International Programs and CERL, the external evaluator. The applicant organization will lead the improvement process with input from CERL. (e50-57)

Weaknesses:

i. Job qualifications for the to-be-hired (TBH) positions (i.e., Program Manager MLPP Project, Curriculum Manager) are not provided. Percentage of effort (FTE) for the three staff positions through CERL (Georgetown University Evaluation Contract) is not provided. Percentage of effort should be provided for these positions because the individuals are employed by CERL through Georgetown University and have competing demands. (e181-184, e189-193)

ii. No weaknesses noted.

Reader's Score: 23

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. The proposed sustainability plan should allow the applicant to continue to share curricular resources and reach additional teachers. The extensive reach of partners across ten states will ensure the cost effectiveness of project services.

Supporting Statements:

Strengths:

- i. The applicant clearly indicates adequate support, facilities, equipment, supplies, and other resources to carry out the proposed project. Prior successful grant management experience, established full-time programs, staff, and technology services, and necessary office space and supplies serve as evidence of sufficient support. (e57-58)
- ii. The costs appear reasonable in relation to the objectives, design, and potential significance of the proposed project. For example, the project will serve 110 schools, 220 teachers, and 5,500 students across three years, which implies extensive reach of services. Costs are appropriately categorized within the budgets. (e58-59, e179-196)
- iii. The applicant clearly demonstrates that it has the appropriate resources to operate the project beyond the length of the grant. Continued outreach and collaboration with a an extensive network of state partners, open access to the MLPP module through the applicant organization’s website, and a 15% revenue share for partners who support the sales of Project Citizen will help sustain project components after the grant ends. (e59-61)
- iv. The indicated partners demonstrate commitment to the implementation and success of the proposed project. Required letters of commitment are provided by the specified partners. (e62-63, e130-155)

Weaknesses:

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

Reader's Score: 30

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 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 include preparing a portfolio to share student research through simulations or at a community public meeting. Students will work in groups to develop and present their solutions in the form of a pitch to an adult panel. (e32-35)

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 clearly states that MLPP covers core concepts of the U.S. Constitution, branches and institutions of government, and public policy processes. (e32-35)

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 and low-income students. (e35-40)

b. The proposed project is expected to examine the sources of inequity and inadequacy. (e35-40)

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. Underserved students in grades 4-8 will be prioritized. The applicant describes an equity plan that will ensure IEPs are consulted for students with disabilities and that Universal Design is followed. (e35-40, e206-207)

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 MLPP program, which includes a content on civic knowledge, civic skills, and civic dispositions, portfolio development, and group presentations to adult panels. (e35-40)

Weaknesses:

a. No weaknesses noted.

b. No weaknesses noted.

c. No weaknesses noted.

d. No weaknesses noted.

Reader's Score: 7

Status: Submitted

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