

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

Status: Submitted

Last Updated: 08/04/2023 04:31 PM

Technical Review Coversheet

Applicant: Kentucky Educational Development Corporation (S422B230024)

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	25
Adequacy of Resources		
1. Adequacy of Resources	30	30
Sub Total	100	100
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	112

Technical Review Form

Panel #4 - AHC-NA - 4: 84.422B

Reader #1: *****

Applicant: Kentucky Educational Development Corporation (S422B230024)

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 clearly details the proposed project's overarching goal and corresponding objectives. The alignment of goals and objectives will allow for the manifestation of measurable outcomes (pgs. e35 – e39). Specifically, the goals and objectives provide clear content for the activities, outputs and outcomes components of the logic model (pg. e66) and vice versa which supports the relevance of said objectives and the expected usefulness of project activities.

The goals and objectives are tied to and will drive project implementation (pages e21, e50, e66). This level of cohesiveness is indicative of a well – designed and well- thought out plan of action that has the potential to positively impact teachers and students and will meet the needs of the target population.

The applicant's logic model depicts its theory of change, and the narrative provides sufficient details related to the rationale for the project. The proposed project is guided by research which supports the inclusion of key components/activities of the project. For instance, the applicant proposes an intensive, multi-year professional learning project, which will deliver vital evidence-based training and innovative professional learning experiences for teachers (pages e19 –e23). Professional learning (as opposed to professional development, which as the applicant describes, as happening to the teacher; i.e., sit and get sessions, page e20) is a critical need and based on evidence and research, the proposed activities have a great likelihood of meeting the professional needs of participating teachers.

Planned instructional and professional learning activities will rely on the guidance of knowledgeable partners and experienced content specialists in American History, Civics and Government, and Geography (page e16). For instance, 120 K-8 teacher leaders will have access to at least 22 content-rich professional learning cadre sessions, facilitated by either the Library of Congress or Teaching of American History (TAH), page e61). This is noteworthy and will ensure that instructional materials and professional development are timely and relevant.

Moreover, the project represents an exceptional approach in that it incorporates an ongoing and continued emphasis on Civic Participation throughout all project activities. This will ensure that student engagement occurs at all levels (page e35).

Coupled with the emphasis on the "whole teacher" (page e21-e22) as well as the focus on geographical influence (pages e17) to aid students in understanding the influential role that environment plays on societies, cultures, and historical events, the entire project implementation serves as an important strategy and will likely have great positive impact on the target student population's critical thinking skills.

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 applicant presented a comprehensive and well documented description of the target area and the applicant included ample data to support the assertion of need (e.g., lower scores and performance on National assessments in all areas including in history and civics, pages e30-e34). In addition, in that all participating LEAs are rural, and have severe barriers and experience deficits related to socioeconomic status (i.e., from 47% to 82% of the students are identified as economically disadvantaged, page e30), it is clear that there is a great need which the proposed intervention may improve.

The applicant's move from professional development (which happens to teachers), to professional leader (a sustained, more interactive and immersive experience that caters to teachers' needs, page e20), has great potential to enhance the teacher's knowledge and skills" and in turn, meet students' instructional needs.

Via professional learning activities designed to equip current teachers with tools to be significant contributors to student learning, the proposed project can effectively mediate the challenge of providing equitable learning opportunities for the isolated and resource deficient partner communities (page e21).

The proposed project builds on current efforts of the applicant (adheres to the assertion that Poverty + Isolation + Diversity = Unequal Learning Opportunities) and recognizes that diversity represents a gap between advantaged and disadvantaged students, the proposed evidence-based professional development activities have the potential to greatly impact and address critical student learning needs (pages e34-e35).

Weaknesses:

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's management plan includes the collaborative efforts of various project partners which will ensure that all stakeholders are involved in project implementation and that processes are cohesive. This increases the likelihood that project will be effectively administered and goals achieved (pages e43-e52).

The applicant's management plan and timeline (pg. e43 – e50) provide a comprehensive view of project tasks and delineates how and when milestones will be achieved and also describes project activities and persons responsible for various tasks. The applicant also includes details that clearly indicate responsibilities, level of effort and appropriate qualifications of key personnel which is, indicative of a management team that has the expertise, experience and knowledge to carry out the project efficiently – on time and within budget.

The grant director who will oversee the project, has the requisite experience and knowledge and is well qualified to serve in this capacity as he has served as Project Director on four (4) previous successful AHC grants—two Academies and two National Activities grants since 2019 (pages e44 – e45). This will serve well in the efficient management and implementation of the project.

The applicant intends to employ systematic and proven methods to ensure that feedback is collected and used to ensure continuous improvement and attainment of project objectives. Specifically, utilizing the Plan – Do – Act – Study Cycle (pages e50 – e52), is an effective mechanism and is essential to improving the proposed project 's processes or carrying out any necessary modifications required as a result of feedback from evaluations and assessments.

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 applicant will commit substantial resources (facilities and personnel) to ensure the successful implementation of the proposed project. Moreover, the applicant has comprehensive administrative and fiscal controls in place to provide administrative oversight and grants management that will ensure that funds are expended properly and that costs are allowable (pages e55).

Utilizing current personnel to support management of the project ensures that activities can continue beyond the length of the grant as employing the necessary personnel is not dependent on federal funding (pages e70; e87-e94).

The applicant has the support of many relevant entities (e.g., Teaching American History, iCivics, pages e104 –e105) who affirm the efficacy and ability of the applicant to implement this project. This support further underscores that the applicant has the resources in place to continue the project.

Weaknesses:

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 fully addresses this priority in two distinct ways. First, students in the target area will have opportunities to participate in hands-on civic engagement activities. Activities such as but not limited to: Community Clean-ups, Voter Registration Drives, Mock Elections Community Service Projects as well as the opportunity to participate in local government meetings, will allow students to become more informed and will provide experiential learning that is critical to improve student outcomes (pages e26 –e 27).

Second, there will also be an emphasis on principles of the Constitution in that via the National Constitution Center interactive website, teacher leaders and their students will be able to “learn about the text, history, and meaning of the U. S. Constitution from leading scholars of diverse legal and philosophical perspectives.” (page e27). Teacher leaders will have access to a Constitution-focused curriculum, and they can search for classroom resources by topic area (pages e27). This is important because research indicates that instruction provided by persons with content expertise has great potential to meet learning needs (page 26-e27).

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 applicant aims to meet this priority and effectively promote equity in multiple ways – which all are very strong components of the proposed intervention. First, participating elementary, middle, and high school teacher leaders will receive professional development to enable them to focus on providing a culturally responsive curriculum with equal distribution of resources. In addition, family engagement and fostering community partnerships will also be an emphasis as well (pages e28 -29).

Second, the project will focus on arts-based integration in learning history. Utilizing performance art in the classrooms (specifically, the utilization of Kentucky Chautauqua®) will immerse students in dramatizations that make history learning more engaging and supports the development of empathy and historical perspective (page e28).

Third, the planned collaboration iCivics to develop participating teacher leaders to provide civic leadership training in their prospective buildings and communities has the potential to have great impact on parents and community members (page e29).

Weaknesses:

No weaknesses noted.

Reader's Score: 7

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Technical Review Coversheet

Applicant: Kentucky Educational Development Corporation (S422B230024)

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	25
Adequacy of Resources		
1. Adequacy of Resources	30	30
Sub Total	100	100
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	112

Technical Review Form

Panel #4 - AHC-NA - 4: 84.422B

Reader #2: *****

Applicant: Kentucky Educational Development Corporation (S422B230024)

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:

ReCHARGE will utilize five components and the Kentucky Academic Standards to address the successful implementation of American History and Civics Education. (e17-18).

The entity will offer professional learning for participating teacher leaders that will enable them to work with their students to synthesize information and recognize accurate and inaccurate information. (e29).

ReCHARGE will utilize seven instructional practices to improve the quality of teacher leaders' teaching through: Curriculum enhancement, utilizing authentic resources, technology integrations and project based learned. (e24).

Project staff/consultants are experienced staff/consultants who are experienced content specialist in American History, Civics, Government, and Geography. (e17).

The applicant will conduct book studies. All KEDC grant leaders facilitate book studies with Google Classroom. The book studies will offer endless possibilities and should ignite unlimited ideas. (e19).

A logic model was provided in Appendix A and the activities were informed by research and evaluation findings from previously successful projects. (e21).

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:

All participating ReCHARGE school districts are rural and identified as economically disadvantaged. (e30).

Recharge seeks to address the high rates of poverty, residential mobility, and the low levels of instructional spending facing the rural, under resourced students. (e33-e34).

The applicant seeks to increase student achievement in American History, Civics, and Government and Geography. (e31).

Rural students in KY are showing less improvement in grades 4 and 8 than their peers in other states. (e34).

The overarching goal of ReCHARGE is to provide teachers with evidence-based, innovative professional learning, resources and immersion experiences and thereby increasing student achievement and engagement. (e35-36).

ReCHARGE has received 20 letters of support from 20 KEDC member districts wishing to participate in ReCHARGE. (Appendix E). Additionally, majority of those school districts have been identified as economically disadvantaged or as distressed.

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 ReCHARGE project will be staffed with experienced program and partner staff who have extensive experience planning and implementing grants. (e43-e46)

ReCHARGE provided a detailed plan noting a clear timeline, milestones and responsible parties. (e47).

ReCHARGE will use end-of-session evaluation form following every professional learning session to collect feedback in order to ensure continuously improvement of the project. (e50).

KEDC utilizes the Deming's Plan -Do-Study-Act Cycle in all grant initiatives to provide valuable learnings for the continuous improvement of services. (e50).

ReCHARGE will use a mixed-method evaluation utilizing both quantitative and qualitative methods. (e50).

The entity will triangulate data to corroborate findings and to address weaknesses and find strengths in other data points. (e52).

Weaknesses:

No weaknesses were 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 has successful grant experience, comprehensive administrative and fiscal controls in place to provide oversight of the implementation of the grant. (e52-e55).

The proposed ReCHARGE budget expenditures are allowable, allocable, and reasonable in accomplishing the goals and objectives of the entity. (e57).

The on-going impact of ReCHARGE to demonstrate that it has the resources to operate the project beyond the length of the grant is the empowerment of teachers to lead great innovation and creativity in the classroom through engaging lessons with students and collaborative learning with colleagues. (e59).

The applicant is prepared to collect and securely store data and addresses its approach to data security. (e56).

The proposed budget expenditures are allowable, allocable, and reasonable in accomplishing ReCHARGE goals and objectives. (e56).

The ReCHARGE has received letters of support from key stakeholders in the state. (e59).

Weaknesses:

No weaknesses were 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:

ReCHARGE will promote and work with teacher leaders to promote hands-on civic engagement learning for teachers and students to engage them in creating positive changes in their communities and schools. (e26).

The applicant will provide teachers and students to hands-on activities addressing four constructs of civic engagement: civic action, civic commitment, civic skill, and social cohesion. (e27).

Embedded within the ReCHARGE application teachers and students will have access to the National Constitution Center to learn about the history and principles of the US Constitution and the Bill of Rights. (e27).

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:

ReCHARGE will provide elementary, middle, and high school students with a focus on students' access to educational resources and learning opportunities addressing history, civics, and geography. (e28).

ReCHARGE will include an arts-based integration in learning history- the utilization of Kentucky Chautauqua in the classrooms. Chautauqua performers travel throughout the state to deliver historically accurate dramatizations of famous and not-so-famous Kentuckians who made valuable contributions to the Commonwealth. (e28).

ReCHARGE professional learning will stress the importance of student-centered classrooms that promote active learning and the role of the classroom teacher shift from information provider to guide or facilitator. (e30).

Weaknesses:

No weaknesses were noted.

Reader's Score: 7

Status: Submitted
Last Updated: 08/04/2023 04:44 PM

Status: Submitted

Last Updated: 08/07/2023 02:03 PM

Technical Review Coversheet

Applicant: Kentucky Educational Development Corporation (S422B230024)

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	30
Sub Total	100	100
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	112

Technical Review Form

Panel #4 - AHC-NA - 4: 84.422B

Reader #3: *****

Applicant: Kentucky Educational Development Corporation (S422B230024)

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:

i. The applicant ReCHARGE draws upon a combined 18 years of demonstrated expertise leading successful American History and Civics Education (AHC)-funded grants - delivering evidence based and innovative professional learning in eastern KY—professional learning that not only resulted in gains in teacher leader knowledge, but also gains in knowledge for participating teacher leaders' students, as well—two measures of progress for discretionary grants funded by the U.S. Department of Education (ED). ReCHARGE is KEDC's conceptualization for the promotion of innovative AHC instruction and learning strategies. During ReCHARGE a total of 360 teacher leaders (120 per year to include 75 grades K-5 teacher leaders & 45 grades 6-8 AHC teacher leaders) will be immersed in five content components across five years. (e16)

ii. The applicant provides Innovative Instruction or Professional Development in American History, Civics and Government, and Geography. ReCHARGE will improve the quality of teaching and student achievement through the utilization of: Evidence-based, Innovative Professional Learning: During each year of ReCHARGE, 120 K-8 teacher leaders will have access to at least 22 content-rich professional learning cadre sessions. These ReCHARGE cadre sessions (both in-person and virtual, live) may last anywhere from 1 to 6 hours in length (i.e., 1-hour session for virtual, live session conducted by the Library of Congress whereas a 6-hour session could be an in-person Socratic Seminar conducted by TAH). In addition to at least 22 content-rich professional learning cadre sessions, ReCHARGE will also provide professional learning sessions that focus on Social and Emotional Learning (SEL) and technology integration.

Weaknesses:

i. None noted.

ii. None 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:

i. In April 2023, the 2022 NAEP American history and civics results were released, and alarm bells began to ring. A drop in scores had been predicted because of the COVID-19 pandemic, test scores in all subjects have dropped, 40% of 8th-grade students scored below the basic level (or grade level) in U.S. history. Only 13% scored at or above the proficient level. This was down from 2018 when 15% of 8th-grade students reached or exceeded proficiency. The 2022 NAEP civics scores were comparable with 31% of 8th-grade students scoring below basic while 22% were at or above the proficient level (Strauss, 2023). (e33)

ii. The applicant provides 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. Left unchecked, inadequate access to opportunity for students continues the cyclical process of poverty and inadequate access to evidence-based, innovative professional learning for AHC teachers is detrimental to classroom teachers and student learning. Opper (2019) tells us that teachers are the most critical component in a student's formal education and that quality instruction is one of the most significant contributors to student learning. (e33-e34)

According to Mishkind (2014), "the only real goal of professional learning is to build educator knowledge and skills" which should result in their students' instructional needs being met and improved student learning. Many teachers in high-need schools (like those identified in this proposal) lack content knowledge and pedagogical practices needed to implement effective instruction that increases civics and SEL competencies. Most social studies teachers indicated that they do not feel well-prepared to support students' civic instruction. Among the challenges they say they face are cost, resource limitations, lack of inclusive learning communities in schools, and competition with other academic and social priorities. (e33-e34)

iii. The proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals. Targeted districts are situated in eastern KY, the Eastern Coalfield Region—a region that has been plagued by pervasive and persistent poverty for generations (Tomlinson, 2020). This area is known for being rural, rugged, and mountainous and is covered in forests with streams zigzagging through the landscape with small towns or unincorporated areas dotted here and there. This project has the potential to impact at least 50,296 K-12 students in just the first year. Of those 50,000+ K-12 students, almost half to 82% are identified as economically disadvantaged. For FY 2023, the Appalachian Regional Commission (ARC) economically categorized 68% of the participating districts as "Distressed." This economic category signifies that the counties have a median family income of \$37,801 and a poverty rate that is 150% of the U.S. or greater. (e39-e40)

Weaknesses:

- i. None noted.
- ii. None noted.
- iii. None noted.

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:

- i. The applicant clearly provides a 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 Grant/Project Director will provide overall project leadership, will be the primary contact with ED, and oversee adherence to program and fiscal goals. Grant/Project Lead will lead this project and responsible for recruiting grades K-18 teacher leaders for participation in the program. Responsible for cultivating, procuring, and leading all professional learning cadre sessions. Responsible for collaborating with partners and developing scopes of work. The applicant provides a detailed timeline that depicts milestones and persons responsible to ensure accomplishing project tasks within budget and timely. The application includes resumes and job descriptions for the key staff. (e43-e50)
- ii. The applicant succinctly describes procedures for ensuring feedback and continuous improvement in the operation of the proposed project. KEDC utilizes the Deming's Plan-Do-Study-Act Cycle (1993) in all grant initiatives to provide valuable learnings for the continual improvement of services. The logic model (Appendix A), goals, and objectives (pp. 21-24) will be used to guide planning, implementation, and evaluation. Formative data (quantitative & qualitative) will be collected on an ongoing basis. For every professional learning session, teacher leaders complete end-of-session evaluation forms. These data will be used to continuously improve the ReCHARGE project. The ReCHARGE evaluation will be using a mixed method evaluation, utilizing both quantitative (i.e., teacher leader pre- & post-assessments, teacher leader pre- & post-surveys, project records, student pre- & post-assessments, student pre- & post-surveys) and qualitative (i.e., semi-structured individual & group interviews) data. The triangulation approach of the mixed-method design allows the strengths of some methods to compensate for the weaknesses of others, providing a more complete and rigorous evaluation (Turner, et al., 2017). (e50-e51)

Weaknesses:

- i. None noted.
- ii. None noted.

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:

i. The applicant headquartered in Ashland, KY, also enjoys a fully-staff satellite office in Lexington, KY, where the majority of AHC grant in-person, cadre sessions are almost always held. Between the KEDC Ashland and Lexington offices, we have access to over to two extra large conference rooms, one large conference room and four classroom-sized rooms. KEDC has the benefit of being a very stable company with extraordinarily little turnover. For the past 11 years, KEDC has been led by the same Chief Executive Officer and Chief Operating Officer while the Chief Financial Officer has served in her role for the past 27 years. In fact, on June 8, 2023, the Kentucky Chamber of Commerce named KEDC the 2023 number one Best Place to Work in Kentucky for Small Businesses. (e55-e56)

ii. The ReCHARGE project will impact at least 20 rural districts serving high needs students in eastern KY. Across three years, 360 K-8 teacher leaders will participate and, if funded for an additional 2 years, ReCHARGE will have at least 600 K-8 teacher leaders participate. The proposed three-year budget expenditures are allowable, allocable, and reasonable in accomplishing ReCHARGE goals and objectives. In each year of ReCHARGE, more than one-third (39%) of the total annual budget will be expended on teacher leader stipends. Teacher leaders will be reimbursed \$25 per hour for an in-person or virtual, live professional learning cadre session & \$10 per hour for a recorded professional learning cadre session). (e56-e58)

iii. To ensure sustainability means to ensure that the goals of the program or service continue to be accomplished through activities specific to the current situation and available resources (Riggs, 2012). From the time planning begins in Year 1, plans for sustainability must be addressed. Through all stages of planning, development, and implementation appropriate decisions must be made to sustain the FSCS approach once funding ends. Sustainability will be linked to positive outcomes. It is much easier to sustain an approach or service when all stakeholders (educators, students, families, and community members) see and understand the positive impact. Factors that will contribute to lasting past the end of the ReCHARGE funding cycle by multiple partner letters of support in Appendix E. (e59)

iv. The applicant has taken a lead role in Arizona and beyond in strengthening the emphasis on and quality of civic education through training teachers and leaders in K-12 education on the Educating for American Democracy Roadmap's inquiry approach to learning. Staff from the CPTL at ASU, as well as ASU faculty, will share their content knowledge and expertise with ReCHARGE teacher leaders across the span of the project. Teaching American History (TAH) partnership will permit ReCHARGE teacher leaders the opportunities to read primary sources from American history and then spend their time in thoughtful discussion with peers. (e60-e63)

ReCHARGE teacher leaders will leave these Socratic seminars with a richer appreciation for broader themes in history and a better understanding of how to bring discussion-based learning to their own classrooms. Based on formative data collected after previous TAH-led Socratic seminars, ReCHARGE teacher leaders will leave these sessions immediately ready to implement them in their classrooms. Two examples of previous topics include: America's Birth and Supreme Court Cases that Changed America. The application includes partners' letter of support in Appendix E. (e60-e63)

Weaknesses:

- i. None noted.
- ii. None noted.
- iii. None noted.
- iv. None 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:

ReCHARGE activities will promote hands-on civic engagement, empowering teachers and students to actively participate in their communities and make positive changes within their communities/schools. The applicant propose to ReCHARGE the mentality that change can begin with ONE! ReCHARGE will work with teacher leaders to ensure they have the knowledge of what it takes to conduct the following activities with their students. These activities could include Community Clean-up, Voter Registration Drives, Mock Elections, Community Service Projects, Participate in Local Government Meetings, Create Advocacy Videos, and Engage in Service Learning. One of the benefits of participating in the previously listed activities is that students become better informed about current events. (e26-e27)

Weaknesses:

None 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:

ReCHARGE teacher leaders from elementary, middle, and high schools, will focus on (1) Equal distribution of resources, (2) Culturally responsive curriculum, (3) Community partnerships, (4) Technology equity, (5) Differentiated instruction, (6) Teacher training and support, (7) Extended learning opportunities, (8) Family engagement, (9) Eliminate bias, and (10) Assessment and feedback. By implementing these strategies, our teacher leaders can promote equity in students' access to educational resources and opportunities for history, civics, and geography in participating districts. One additional area that ReCHARGE will focus on is arts-based integration in learning history—specifically, the utilization of Kentucky Chautauqua® in the classrooms. Chautauqua performers are available to travel throughout the state to deliver historically accurate dramatizations of famous and some not-so-famous Kentuckians who made valuable contributions to the Commonwealth (Kentucky Humanities Council, 2023). (e28)

There are 25 KY Chautauqua performers on cast and new historical figures are added each year. The data collected from 70+ KEDC member-districts show us that many teacher leaders are unaware of this resource. Although these performers have been around since 1992, many teacher leaders are unaware of their existence. In research by Kisida, Goodwin, and Bowen (2020), their results suggested that efforts to convey history learning objectives could be effectively achieved through live interactive theater performances. Imagine how a 3rd-grade student might feel if they were not just able to read about Daniel Boone or watch a video about Daniel Boone. What if “the First Kentuckian,” actually visited their classroom? How exciting would that be? The Kentucky Chautauqua® bring history to life! (e28)

ReCHARGE will offer professional learning for participating teacher leaders that will enable them to work with their students to evaluate sources and evidence, understand their own biases, synthesize information, and recognize accurate and inaccurate information. The following are opportunities that can be included not only in classrooms but also in extended learning opportunities. This will offer ways for students to WANT to learn more about AHC. Activities that will do this: (1) Socratic seminars, (2) Current events analysis, (3) Role-play and mock trials, (4) Debates and deliberations, (5) Project-based learning, (6) Case studies and simulations, (7) Analyzing primary sources, (8) Community engagement, (9) Digital media analysis, and (10) Reflection and dialogue. (e29)

Weaknesses:

None noted.

Reader's Score: 7

Status: Submitted

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