

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

Status: Submitted

Last Updated: 08/03/2023 03:49 PM

## Technical Review Coversheet

**Applicant:** National Council for History Education, Inc. (S422B230062)

**Reader #1:** \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	20	20
<b>Need for Project</b>		
1. Need	25	25
<b>Quality of the Management Plan</b>		
1. Management Plan	25	23
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	30	30
<b>Sub Total</b>	100	98
<b>Priority Questions</b>		
<b>Competitive Preference Priority 1</b>		
<b>Innovative Activities for Civic Engagement</b>		
1. Civic Engagement	5	5
<b>Sub Total</b>	5	5
<b>Competitive Preference Priority 2</b>		
<b>Student Access to Resources and Opportunities</b>		
1. Promoting Equity	7	5
<b>Sub Total</b>	7	5
<b>Total</b>	112	108

# Technical Review Form

Panel #2 - AHC-NA - 2: 84.422B

Reader #1: \*\*\*\*\*

Applicant: National Council for History Education, Inc. (S422B230062)

## 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:

##### Overview:

The applicant exceptionally demonstrates Project EDGE's rationale of using evidence-based methods to improve history and civics education through showing how our nation and its growth and actions on the world's stage through history. This project and its rationale came out of an ongoing needs assessment in the partner districts. Project EDGE represents an exceptional approach to the priorities established in the competition in that it combines evidence-based practices, such as place-based education and professional learning communities (including with members of outside organizations, like museums and historic sites), with over 100 hours of in-person, virtual, and hybrid professional development learning opportunities, and civic engagement opportunities for students.

##### Supporting Statements:

##### Strengths:

- (i) The applicant exceptionally demonstrates a rationale including a logic model to connect inputs, goals, activities, outputs, and outcomes (e65-e66) that includes percentage targets by which to measure success.
- (ii) The program is exceptional in that it will use evidence-based practices (e14), such as place-based education (e16) and professional learning communities (e16). In addition, develop professional learning communities not only between teachers and districts but also museums, historic sites and universities; while providing in-person, virtual, and hybrid programs of professional development and place-based learning experiences (e10). In addition, the inclusion of veteran teachers appropriately means that teachers who need greater content knowledge can participate regardless of experience.

#### 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:**

Overview:

The applicant adequately established the need for the project, including the severity of several of the problems to be addressed by the current project, such as student lack of proficiency in civics and US History. The applicant clearly mapped out the current district-provided services, identified gaps, and how those gaps will be addressed by the project, and described the extent to which the services to be provided will focus on those with the greatest need.

Supporting Statements:

Strengths:

(i) The applicant adequately establishes that the students in this population are high need (in terms of low SES) and indicated problems (such as all district-wide PD focused on math and reading or no encouragement for professional organization membership). The applicant also adequately discussed the county's larger decrease in state standardized test scores when compared to the rest of the state in civics and US history, which establishes the severity of the problem of lack of student knowledge in this topics (e41).

(ii) The applicant clearly and exceptionally mapped out the current district-provided services, identified gaps, and how those gaps will be addressed by the project. Examples include providing American History professional development where none previously existed, and analyzing state data and reporting on social studies outcomes when this had not been happening previously (e40).

(iii) The applicant will select teachers recruited by a points system that favors teachers from high-needs school districts, those teaching outside their specification, five years or less professional experience, or lacking development in American History (e25). All these criteria would be appropriate for targeting teachers with greater need.

**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:**

## Overview:

The management plan is adequate to achieve the objectives proposed on time and within budget. The procedures for ensuring feedback are sufficient though additional discussion of the types of feedback data used for continuous improvement was needed.

## Supporting Statements:

## Strengths:

(i) The applicant establishes that management/advisory committee members have experience in teaching, professional development, and social studies education; all of which are pertinent to this project (e45-e46). The applicant appropriately directly ties project responsibilities to staff titles and qualifications to show fit (e46-e47). The implementation timeline clearly connects timelines, continuous improvement strategies and responsible partners, and the project period completed (e48-e49).

(ii) The planned quasi-experimental matched comparison group design will provide both formative and summative assessment that is valuable to the field as a whole, as well as to the project (e37). The formative feedback and implementation study feedback data will be useful to provide evidence to be used for continuous improvement. The applicant will use a feedback loop model (e51) using data from the formative assessments, status reports, historian updates.

**Weaknesses:**

(ii) The discussion of the types of data and feedback collected is limited (e51). The applicant discusses how the data will be collected (e.g., survey, status report) but not the content of the data. Without knowing what types of feedback data will be collected, we cannot know whether it will be actionable or of sufficient granularity to be effective. For example, knowing that "teachers are having difficulty accessing a course because of technology issues and could therefore not turn in assignments" is more useful information for continuous improvement than "an amount of teachers did not turn in their assignments," because it gives a clear target for improvement. The discussion of how and how often the feedback or data will be used is limited.

**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:**

## Overview:

The applicant exceptionally lays out the adequacy of the resources provided by the lead applicant and its partners. The applicant clearly establishes their expertise and experience around similar projects. The costs are reasonable to the

objectives, design, and potential significance of the project. The applicant demonstrates that it has the resources and planning to operate the project beyond the length of the grant. The partners are relevant and demonstrate sufficient commitment.

Supporting Statements:

Strengths:

(i). The applicant establishes exceptional experience and expertise around the colloquium model for professional development (e52-e54), as well as adequate administrative support for grant management (e53)

(ii) Costs are reasonable to the objectives, design, and potential significance of the project. The costs come out to about \$39.60 per student per year which is reasonable for the proposed benefits.

(iii) The applicant will use a multi-year operating plan, sustainable practices, and NCHE support plans to continue the project after funding (e56). Other benefits of the project will be sustained because the project itself grew capacity for the districts (e57). The applicant appropriately plans for a sustainability committee to plan for the project's continuation and also has preliminary plans such as consolidating EDGE personnel duties to reduce costs so that it takes fewer resources to sustain the project (e57-e58), building expertise during the grant period and using expertise after, continuing to grow partnerships (e60).

(iv) Partners adequately demonstrated their commitment in the LOSs and MOUs (e91-e108). Historical site partners, such as Colonial Williamsburg and Ford's Theater, are relevant to the specific content planned in the curriculum (e29-e31, e62) while the historian and educational specialist are relevant to the project in their expertise in history and education, respectively (e61).

**Weaknesses:**

No weaknesses found.

**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:**

Overview:

The applicant meets the requirements of the competitive preference priority and provides innovative activities for civic engagement and content focusing on the principles of the US Constitution and the Bill of Rights.

Supporting Statements:

**Strengths:**

(a) The project will include hands-on civic engagement activities for teachers (e34).

(b) The applicant will focus, in part, in teaching the history and principles of the US Constitution and Bill of Rights (e21). In addition, additional online civics programs will be available to support these topics (e33).

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 5**

**Competitive Preference Priority 2 - Student Access to Resources and Opportunities**

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

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

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

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

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

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

**Strengths:**

**Overview:**

The applicant meets the requirements of the competitive preference priority and promotes equity in student access to educational resources.

**Supporting Statements:**

**Strengths:**

(a) The applicant focuses on an eligible educational setting: elementary and secondary schools.

(d) Caregivers and community members will have opportunities to be on the advisory council for the project (e36). This will give them a leadership role to influence policy and practice at the school or district level.

**Weaknesses:**

(c) The applicant states that training will include approaches to training that are inclusive but the details are not discussed (e34, e56, e101, e165).

**Reader's Score:** 5

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**Status:** Submitted  
**Last Updated:** 08/03/2023 03:49 PM



Status: Submitted

Last Updated: 08/04/2023 07:10 PM

## Technical Review Coversheet

**Applicant:** National Council for History Education, Inc. (S422B230062)

**Reader #2:** \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	20	17
<b>Need for Project</b>		
1. Need	25	25
<b>Quality of the Management Plan</b>		
1. Management Plan	25	25
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	30	30
<b>Sub Total</b>	100	97
<b>Priority Questions</b>		
<b>Competitive Preference Priority 1</b>		
<b>Innovative Activities for Civic Engagement</b>		
1. Civic Engagement	5	3
<b>Sub Total</b>	5	3
<b>Competitive Preference Priority 2</b>		
<b>Student Access to Resources and Opportunities</b>		
1. Promoting Equity	7	5
<b>Sub Total</b>	7	5
<b>Total</b>	112	105

# Technical Review Form

Panel #2 - AHC-NA - 2: 84.422B

Reader #2: \*\*\*\*\*

Applicant: National Council for History Education, Inc. (S422B230062)

## 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:

Overview: Adequate

The applicant provides an adequate rationale to support the purpose and goals of this project. They intend to offer workshops to new and veteran teachers across all grade levels in high needs schools. The exceptional approaches include evidenced based approaches such as educating participants in the use of Place-Based Education and Professional Learning Communities (p. e15, 16).

Supporting Statements:

Strengths:

The applicant describes a rationale based on their long term service record in delivering high quality professional development and use of evidence-based approaches (p. e13).

The applicant intends to introduce participants to resources specifically related to their home state, such as Florida Civics and Debate, We The Civics Kids among other resources (p. e13).

Placed-Based Education and Professional Learning Communities are both described as exceptional approaches to address the priorities established for this competition (p. e15, 16).

Historical field placed learning experience is an innovative approach that was developed by the applicant and provides substantive historical context and content for increasing teacher knowledge (p, e29)

#### Weaknesses:

Weaknesses:

The applicant describes themes, supportive research, program components, and sample events but lacks clarity on description goals and objectives, and how some proposed approaches are exceptional (p. e15, 16, 19).

Reader's Score: 17

### 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:**

Overview: Exceptional

The applicant describes the magnitude of the problem through presentation of data on free and reduced lunch data, end of course data, designated opportunities zones, and gaps in services. Evidence is provided to support the proposed project's focus on those greatest needs.

Supporting Statements:

Strengths:

The applicant provides extensive data to support the needs of the students and teacher participating in the proposed project. Examples include performance on the Next Generation Sunshine State Standards (p. e42), designated opportunity zones data (p.e42), gaps in services (p. e40, 41).

Gaps and weakness are clearly delineated in table format that support the magnitude and nature of the problem for students and teachers in the partner school district. (p. e40, 41)

The applicant provides extensive evidence of the of the focus on those with the greatest needs (p. e42-43).

**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 provides an exceptional management plan is includes key staff and the experience they bring to the proposed project. The milestone charts clearly define each component contributing to the quality of the plan. Continuous feedback opportunities for improvement in the operation of the proposed project are included.

## Supporting Statements:

### Strengths:

The tables included are well developed and provide strong evidence of organization needed to implement different component of the propose project on time and on budget (p. e45-50).

Key project staff are included, along with the experience they bring to their positions. The applicant include their responsibilities and qualifications in a clearly outlined table further contributing to the clarity of the management plan (p. 45-46).

The applicant proposes an Advisory Council that will include the project director, curriculum specialist, college partner/historian and other valued members. The list is expansive and inclusive (p. e44-45). The purpose of the Council is well described and extensive (p. e44-45).

Continuous feedback for improvement is provided and includes a well-designed chart and will include feedback from the Advisory Council (p. e51).

### 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:

Overview: Exceptional

The applicant provides an exceptional resources section that includes evidence of collaborative commitment, prior experience in grant implementation, development of innovative resources, and adequate facilities.

Supporting Statements:

### Strengths:

The applicant provides well described evidence of the supports needed to successfully implement the proposed project and includes appropriate facilities, equipment, supplies and historians are an added human resource (p. e53). Learning

resources, technology resources, grants management, former experience and expertise are each describe as support from the lead applicant (p. e53-54).

The applicant's budget narrative supports reasonable costs to implement the proposed project while considering the number of participants and length of the program. A chart is provided to describe assurance that funds are used in an appropriate manner (p. e 55-56).

The applicant provides extensive evidence to support resources to operate the project beyond the life of the grant. Some of the evidence includes a multi-year operating plan, sustainable practices, support plans (pp. 56-58).

The applicant provides strong commitment from each partner focused on meeting the needs of the students and teachers. This commitment is reflected in the contributions of key stakeholders beyond the grant period (p. e60). These contributions are clearly delineated in a table provided in this section (p. e61-62).

**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:**

Overview: Adequate

The applicant addresses Priority 2 in the project narrative and notes specific components in the Needs section.

Supporting Statements:

Strengths:

The applicant will include program components that are evidence based and includes exams equity through the narrative (p. e44).

Engagement in underserved communities is described throughout the program design and needs sections (p. e44).

**Weaknesses:**

Weaknesses:

The applicant provides a limited description of all components of Priority 1 in isolation of the full narrative making it difficult to determine if each component is addressed and the evidence to support it (p. e44).

**Reader's Score: 3**

**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:**

Overview: Adequate

The applicant adequately addresses Priority CPP2 in the project narrative and notes specific components in the Needs section.

Supporting Statements:

Strengths:

The applicant will include program components that are evidence based and includes exams equity through the narrative (p. e44).

Engagement in underserved communities is described throughout the program design and needs sections (p. e44).

**Weaknesses:**

Weaknesses:

The applicant provides a limited description of all components of Priority 1 in isolation of the full narrative making it difficult to determine if each component is addressed and the evidence to support it (p. e44).

**Reader's Score:** 5

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**Status:** Submitted

**Last Updated:** 08/04/2023 07:10 PM

Status: Submitted

Last Updated: 08/03/2023 03:53 PM

## Technical Review Coversheet

**Applicant:** National Council for History Education, Inc. (S422B230062)

**Reader #3:** \*\*\*\*\*

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



# Technical Review Form

Panel #2 - AHC-NA - 2: 84.422B

Reader #3: \*\*\*\*\*

Applicant: National Council for History Education, Inc. (S422B230062)

## 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:

##### Overview:

The applicant presents an exceptional rationale for the project. The applicant includes a Place-Based Learning approach that will use local history, culture, and other aspects for teacher professional development. The teachers will be encouraged through inquiry and have students focus on developing their critical thinking skills. Through this approach, students' outcomes are set to improve.

##### Supporting Statements:

##### Strengths:

(i) The applicant presents an exceptional rationale for the project. On page e13, the applicant details other projects that support the professional development of teachers in history. Additionally, the applicant notes that a key piece of the EDGE project is based on evidence from the What Works Clearinghouse study in the Appendix pages 109-151. This study was used to create the reflective practices that teachers will use in their professional development. Through this rationale, the project will be impactful for project participants and improve the critical thinking of students.

(ii) The applicant presents an exceptional approach to the priority. On page e15, the applicant details the Place-Based Learning (PBL) approach that is the project's basis. PBL uses the location where the teachers and students live to help with creating an authentic and meaningful learning environment. For instance, teachers will experience learning that includes the local history and culture which will be used in American History, Government, and Geography. Students will benefit from this practice because they will feel more connected to their community. Also, on page e16, the teachers will be encouraged to collaborate and work together during professional development which will help them with improving student learning. Lastly, the applicant provides curriculum details throughout this section of the proposal such as tables that link program content, presenters, and outcomes for the project (pages e15-e35). These comprehensive methods of approach for the project will be integral for the target population because teachers will improve their teaching methods which will lead to improved outcomes for their students.

#### 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:**

Overview:

The applicant presents an exceptional approach to the gaps and weaknesses to be addressed by the project. For instance, the applicant will provide teacher professional development for Broward County whose students have demonstrated a decline in state testing standards for American History, Civics, and Government.

Strengths:

(i) The applicant describes the services for those with the greatest need. On page e36, the applicant describes the model of delivery for the teachers, stating that all targeted teachers and students in grades K-12 will receive project services. Additionally, the applicant notes that 64% of these students qualify for free and reduced-price lunch, Furthermore, 40.6% of these students live in poverty which amplifies the barriers to receiving a quality education. Through the proposed project these students will receive instruction and improve their educational outcomes.

(ii) The applicant describes the gaps or weaknesses to be addressed by the project. On page e40, the applicant details the gaps in a table such as district-wide professional development for teachers which only focuses on reading and math. The project will provide 80 teachers with professional development in American History, Civics, and Geography. Additionally, teachers are not encouraged to partner with local historians or other professional organizations. Through this project, the teachers will be exposed to historical content from a summer colloquium and summer field experience which will help them improve their content knowledge for history. Other gaps are listed such as the lack of collaboration between grade level teachers. This project will address this specific gap by providing monthly meetings between these teachers. Through this thorough process, the gaps or weaknesses in services will be addressed for the target population thus improving the student outcomes in American History, Geography, and Civics.

(iii) The applicant describes a project for those with the greatest needs. On pages e41-44, the applicant provides data for the target area that focuses on state testing standards and assessments. This data notes that students in Broward County are underperforming in American History and Civics. For example, in 2019, grades 5-12 scored 71% in Civics End of Course exams. In 2021, the end-of-course exams for civics continued to decline at 58%. Therefore, this project proposes to address these areas and improve student outcomes in Civics, American History, and Geography.

**Weaknesses:**

- (i) No weaknesses noted.
- (ii) No weaknesses noted.
- (iii) No weaknesses 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:**

Overview: The applicant presents an exceptional management plan for the project. For instance, the applicant provides a detailed project management plan with clear responsibilities, timelines, and milestones like those associated with beginning the project and establishing contracting mechanisms. Also, the applicant ensures that a continuous feedback model is illustrated which will take into consideration the feedback from the project participants.

Supporting Statements:

Strengths:

(i) On pages e44-50, the applicant provides exceptional details for the project such as who is responsible for each task, the timeline, and milestones associated with the project. The project is anticipated to begin in October 2023, and the project director will inform all partners about the award. Additionally, the project director, curriculum coordinator and other responsible parties will coordinate the memorandums of understanding and other necessary contracts once the project is awarded in October 2023. Lastly, the first meeting of the advisory council occurs during October 2023. These explicit details are continued throughout the implementation of the project timeline and will provide an excellent roadmap for the project director and other key personnel to follow.

(ii) On pages e50-51, the applicant illustrates a continuous feedback model. The model begins with the advisory council which is charged with ensuring that all professional development is led by the appropriate individuals such as university professors. The advisory council also ensures the project is meeting its objectives and all feedback. Other input is considered such as assessments, reports, and updates from historians. This model includes a needs assessment, planning, including the teachers and students, making changes, evaluating, and ending in success. This thorough model of continuous improvement is exhaustive and will ensure that the project improves throughout its lifecycle.

**Weaknesses:**

- (i) No weaknesses noted.
- (ii) No weaknesses 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:**

Overview:

The applicant presents an exceptional case for the additional resources which will support the project. For instance, the partners will provide facilities, equipment, and other resources like historical documentation that will support the teacher's professional development. Additionally, the applicant will provide an annual onsite conference in historically relevant cities enriching the teacher's professional development as well.

Strengths:

- (i) The applicant presents the facilities, equipment, supplies, and other resources that will support the project. On pages e51-54, the applicant notes that they will contribute an annual onsite conference to participants in historically relevant cities. Other resource contributions include grants management in the form of administrative support for the grant and expertise of the applicant. The applicant has intellectual resources that the Broward County Public Schools can use. Lastly, the applicant notes the equipment and supplies that will be contributed to the grant such as the facilities of universities and other learning venues that will expand historical access for participants. The equipment and supplies for technology resources are noted such as those that support online learning and academic research for American History, Civics, and Geography. Through these comprehensive supports, the teachers and students will benefit from additional resources.
- (ii) The applicant provides costs that are reasonable. On pages e55-56, the applicant notes that 24,000 students will be served by the project at a cost of \$0.22 per student per day for 180-day program. Other reasonable costs are noted the budget narrative, pages e163 such as those related to project personnel, fringe, travel, and training stipends (\$480,000 for three years). The extensive budget will keep the project team on track with meet the project objectives by providing clear guidance on implementing the project tasks.
- (iii) The applicant describes methods of supporting the project after funding ends. On pages e50-52, the applicant provides details of this plan such as implementing the feedback from the partners. The advisory board will meet quarterly to review the project, and the school districts will continue to provide the services after the project ends (e51). Through this comprehensive method, the project will continue after the federal funding ends.
- (iv) On page e91 and throughout the appendices, the letters of commitment from the partners provide details on the commitment. The Concord Museum will present a webinar for teachers that focuses on the abolitionist movement. Other support is detailed on page e94 from the Gettysburg National Military Park which will provide historical documents from the Days Within Documents series. These examples are numerous throughout the appendices and will enhance the project objectives because these additional resources will be provided by other partners.

**Weaknesses:**

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

## 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:

##### Overview:

The applicant presents an exceptional case for this competitive preference priority (CPP). Throughout the application, the applicant provides details on a hands-on civic engagement process for the teachers and students. Some of the noteworthy examples include character interpretation and critical analysis of course content.

##### Strengths:

On page e34, the applicant details the hands-on civic engagement activities for teachers and students. For instance, these include character interpretation and critical analysis of political cartoons. Other activities include searching media sources to improve students' academic success in the history and principles of the U.S. Constitution and the Bill of Rights. Other elements of the project design that meet this CPP are noted on page e55 such as those involving training in state standards that will include hands-on civic engagement and geography activities. Through these comprehensive methods, the project will be impactful for teachers who will share these pedagogical practices with students whose critical thinking and analytical skills will improve.

#### Weaknesses:

No weaknesses noted.

### 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:**

Overview:

The applicant presents an exceptional approach for this competitive preference priority. The applicant proposes an advisory council and will invite members of the community and parents. Additionally, the applicant includes a culturally relevant component that involves the lived experiences of the students. When including the lived experiences of the students, the students can apply what they are learning to their lives and have a deeper understanding of the curriculum.

Strengths:

On e-pages 32-33, the applicant details the approach to this competitive preference priority (CPP). The applicant will implement several evidence-based practices for teachers in K-12 which focus on civic education. The approach will include the foundational pieces of civic education with a culturally relevant component. Additionally, the approach will focus on the lived experiences of the students. Lastly, parts of the curriculum will include an arts and music component furthering the impact of the project (page e34). This approach will focus on race/ethnicity, culture, language, and disability status which will prepare the students for college, career, and civic life. Parents and community members will also be invited to participate in the Advisory Council which is a key part of serving the underserved community members. Through this comprehensive approach, the CPP is met and reinforces the importance of the proposed project.

**Weaknesses:**

No weaknesses noted.

**Reader's Score:** 7

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**Status:** Submitted  
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