

**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. (S422B230060)

**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	23
<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	96
<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	108

# Technical Review Form

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

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

Applicant: National Council for History Education, Inc. (S422B230060)

## 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 ACRE's rationale. This rationale and project was created in response to a needs assessment from NCHE and so it directly responds to issues these districts were having. Project ACRE represents an exceptional approach to the priorities established in the competition though presenting Missouri's history and the Nation's history through a civil rights lens. This project combines academy sessions, a colloquium, collaboration with teachers in another state, a digital portfolio, and time for curriculum writing.

##### Supporting Statements:

##### Strengths:

(i) The applicant exceptionally discusses the rationale for the proposed project. The applicant will provide professional development to elementary and middle school teachers to increase underserved students' access to educational resources and civic opportunities (e14). The projects and resources will target students' ability to be an effective citizen thought learning better how to evaluate and synthesize information as well as how information can be used to mislead (e14). In addition, the rationale is very tailored to the context because NCHE performed a needs assessment to determine the needs of the school districts (e15). The logic model appropriately connect activities inputs, goals, activities, outputs, and outcomes (e65-e66), including percentage targets. The applicant connects the project's goals/objectives with the deign used to meet objectives, and the significance of the project (e56).

Professional learning communities well cited and researched.

(ii) The project is exceptional in its "big idea" focus on civil rights from pre-contact to present and focus on Missouri through statehood (e16), that includes academy sessions, a colloquium, contact with teachers in another state, a digital portfolio, and time for curriculum writing so that teachers have customized resources to apply to their classrooms. It is also exceptional in its partners, including a national non-profit focused on history education and two high needs

#### 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 addressed the severity of the problem to be addressed by the current project. The applicant clearly mapped out the current district-provided services, identified gaps, and how those gaps will be addressed by the project. The applicant described the extent to which the services to be provided will focus on those with the greatest need.

#### Supporting Statements:

#### Strengths:

- (i) The applicant exceptionally addressed the magnitude or severity of the problem to be addressed by the proposed project: paucity of preparation for teachers, which is impacting student achievement in those areas (e38-e39). Appropriately, thought knowledge of the procedures of participating districts the applicant can quantify the little training that is currently required or provided (e39).
- (ii) The applicant clearly and exceptionally maps out the current district-provided services, identified gaps, and how those gaps will be addressed by the project (e41-e42).
- (iii) The applicant adequately establishes the extent to which the services to be provided by the proposed project are focused on those with the greatest need. The two partner districts have a majority not scoring proficient on the MAP at the district level. Serving these districts will likely serve those that are below proficiency (e43).

### **Weaknesses:**

- (iii) The applicant points out that students who who had an IEP, were ELLs, qualified for free/reduced priced lunch, or were Title 1 were among the lowest scoring students but then provides limited discussion on the frequency of students who had an IEP, were ELLs, qualified for free/reduced priced lunch, or were Title 1 in this district so we are limited in our ability to determine the extent to which the services to be provided are focused on those with greatest need.

**Reader's Score: 23**

## 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 management plan is exceptional and clearly shows clearly defined responsibilities, timelines, and milestones for completing project tasks. The applicant described the responsibilities and qualifications of staff titles, which ensures that individuals are sufficiently qualified to enact the responsibilities (e47-e48). The applicant adequately connected the timeline, strategies, milestones, and the responsible partner (e46-e50).

(ii) Procedures for ensuring feedback and continuous improvement in the operation of the proposed project. The applicant plans a feedback loop model to continuously use feedback for continuous improvement. The Advisory Council will meet monthly and be an opportunity to consider feedback and continuous improvement (e48-e50).

## Weaknesses:

**Weaknesses:**

(ii) The discussion of the types of data and feedback collected is limited. 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. 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 offers exceptional support of the lead organization. The costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. The applicant demonstrated its plan for continuing the program after the term of the grant. The partners are relevant and have demonstrated sufficient commitment.

## Supporting Statements:

## Strengths:

(i) The lead applicant demonstrates exceptional support in terms of experience, expertise, intellectual resources, and learning resources (e52).

(ii) The costs are reasonable in relation to the objectives, design, and potential significance of the proposed project with a cost of \$19.80 per student per year (e56).

(iii) The applicant has prepared a multi-year operating plan and plans to use sustainable practices to sustain the project after funding has ceased (e57-e61). This is exceptional to demonstrate the resources to operate the project beyond the length of the grant.

(iv) The partners in the proposed project are relevant and demonstrate commitment through their letters of support (e78-e100). For example, the project needs a historian and educational specialist for their expertise in their respective fields (e62). The historic site partners are relevant for their ability to provide hands-on field experiences (e62).

**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:

The applicant meets the requirements of the competitive preference priority and provides innovative hands-on activities for civic engagement.

Supporting Statements:

Strengths:

(a) The project will provide hands on civics engagement activities both at the historic sites and in portions of the project such as curriculum writing where teachers develop their own hands-on activities to promote equity in access to resources (e22).

(b) In addition, during the curriculum writing portion of the project teachers will be designing hands-on civic engagement activities that are based on the constitution and Bill of Rights (e23), which is sufficient for this criterion.

**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 plans a project in an acceptable educational setting: elementary and middle school.

(b, c) In designing the project curriculum around civil rights, it is content-wise inclusive regarding race, ethnicity, culture, etc. and invites teachers and students to reflect on those differences and how people were treated differently through American history because of those characteristics (e45).

(d) The curriculum writing portion of this project is designed to give teachers time to develop strategies to promote civics engagement through the C3 Framework Arc of inquiry (e23).

**Weaknesses:**

No weaknesses noted.

**Reader's Score:** 7

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**Status:** Submitted

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



Status: Submitted

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## Technical Review Coversheet

**Applicant:** National Council for History Education, Inc. (S422B230060)

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

	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	20
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	30	30
<b>Sub Total</b>	100	95
<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	103

# Technical Review Form

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

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

Applicant: National Council for History Education, Inc. (S422B230060)

## 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: Exceptional

The applicant provides an exceptional program design and intends to improve students' in-depth, source-rich historical understanding of civil rights. The applicant will provide innovative professional development for teachers, targeting students in elementary and middle school. These grade levels were selected because students are in the early years of political socialization and are forming knowledge, skills, and attitudes and is supported by research (p.e14).

Supporting Statements:

Strengths:

The exceptional approach includes use of high quality historians, education specialists, and master teachers to facilitate professional development activities (e.17)

Improves student's in-depth historical understanding of civil rights that will affect their political and community participation over their lifetimes (p. e14). (i)

The applicant will provide reflective research-based professional development for 50 teacher participants over five years. Work will be facilitated through professional learning communities which will support continuous learning and builds networks of support (e.14). Professional learning communities have been reported as strengthening teacher relationships, school culture, and student learning. (ii)

The exceptional approach includes use of high-quality historians, education specialists, and master teachers to facilitate professional development activities (e.17). Utilization of these individuals in the classroom will bring authenticity and engaging instruction for the participating students. (ii)

The themes to be covered are clearly outlined in this section and delineates a five-year study plan for grades 3-8(p. e19). This presentation format connects the skills, values and civic participation outcomes that will be a component of this application. (i)

#### 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: Exceptional

The applicant provides an exceptional need for the program and addresses the severity of the problem based on assessment data, surveys, and research-based studies, and professional development delivery models. Special gaps and weaknesses are described, including how they will be addressed (p.e41). Review of Missouri Assessment Program data from each school provides evidence of the focus the proposed project will have on serving students who are disadvantaged and have the greatest needs.

Supporting Statements:

Strengths:

The applicant clearly describes the severity of the problem by providing relevant school and community data reflected in three tables (p. e43-44). These data indicate that the majority of the students performed in the NOT sufficient column for both schools. There is consistency in data across schools. (i)

The applicant utilized a needs assessment to clearly describe the gap in services, particularly as it related to current services provided by the district (p. e41-43). (ii)

Data provided by the applicant clearly shows that the NOT proficient scores are linked to students from disadvantaged backgrounds (p. e43). (iii)

The applicant intends to use existing services provided by the district to address specific gaps and weaknesses such as partnerships with local/national historians (p. e41). Using existing services and making them more impactful and an excellent approach to valuing what the partner brings to the partnership. (ii)

#### 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:**

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. e48-51). (i)

Key project staff are included, along with the experience they bring to their positions. The applicant includes responsibilities and qualifications for each staff member in a clearly outlined table further contributing to the clarity of the management plan (p. 47-48).(i)

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). (i)

A complete section on continuous feedback for improvement is provided and includes a well-designed chart. Feedback from the Advisory Council will also be included in the need to make program improvements. (p. e51). (ii)

**Weaknesses:**

The applicant does not clearly delineate specific data that will be used for the continuous feedback (p. e51). This would be helpful for project staff and those responsible for key implementation milestones. (i, ii)

**Reader's Score: 20**

**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 exceptional evidence of collaborative commitment, prior experience in grant implementation, development of innovative resources, and adequate facilities.

## Supporting Statements:

### Strengths:

The applicant provides strong evidence of the supports needed to successfully implement the proposed project and includes appropriate facilities, equipment, supplies and are other resources (p. e53). Learning resources, technology resources, grants management, former experience and expertise are each described as support from the lead applicant (p. e54-55).

(i)

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 for the number of students to be served (p. e56-57). (ii)

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. 57-60). (iii)

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. e 62). (iv)

### Weaknesses:

Weaknesses:

No weaknesses are 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 adequately addresses Priority 1 in the project narrative and notes specific components in the Needs section.

Supporting Statements:

Strengths:

The applicant includes program components that are evidence-based and encourage innovative civic and government learning strategies, professional development, and professional learning communities (p. e23). (a&b)

**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. e23). (a&b)

**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:**

The applicant provides an adequately addressed CPP2 by including middle school students across three school districts. Equity, well-rounded approaches, and engagement of underserved community members are all included as major components of the proposed program.

Supporting Statements:

Strengths:

The applicant includes program components that are evidence-based and encourage innovative civic and government learning strategies, professional development, and professional learning communities (p. e23). (a) Some of these approaches include use of teaching artists, PD for principals/leaders, and dissemination of resources.

The applicant will include program components that are evidence based and includes assessments for middle school

students to support high school readiness. This assessment will enable teacher to work with students through their strengths and weaknesses. exams equity through the narrative (p. e23). (b)

Engagement in underserved communities is described throughout the program design and needs sections (p. e23). (d)

**Weaknesses:**

Weaknesses:

The applicant provides a limited description of all components of Priority 2 in isolation of the full narrative making it difficult to determine if each component is addressed and the evidence to support it (p. e23). (a, b, c, d)

**Reader's Score:** 5

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**Status:** Submitted

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Status: Submitted

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## Technical Review Coversheet

**Applicant:** National Council for History Education, Inc. (S422B230060)

**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. (S422B230060)

## 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 demonstrates an exceptional approach to the project. For example, the applicant details teacher professional development in American History and civics that will assist teachers with providing students with assignments that develop their critical thinking skills. The approach is innovative because it includes a professional learning community and involves many opportunities for teachers to connect with others.

#### Strengths:

Pages 1-26

(i) The applicant demonstrates a rationale for the proposed project. For instance, Tyner and Kabourek (2021) note that social studies can have a positive impact on the reading comprehension of elementary students. Also, the applicant notes that reflective research-based professional development will be a critical component of the project. This professional development is based on a What Works Clearinghouse Study in Appendix E page 110. The study notes that when teachers receive an average of 49 hours of professional development, their students' achievement will increase. Through these rationales and research, the project will be impactful for the students because the teachers will receive professional development and help the students to develop a deeper understanding of social studies content.

(ii) The applicant demonstrates an exceptional approach to the proposed project. On page 4, the applicant outlines the approach which includes providing teachers with professional development about the evolving landscape of the civil rights movement. This professional development is designed for teachers to include in their current social studies curriculum. The themes for the program are described in detail in a table on page 7, including the chronological development of the civil rights movement beginning in 1821 to the present. Each period of historical significance, such as Pre-contact to 1821: Missouri, is aligned with an assignment where students develop their skills, democratic values, and civic understanding. This approach is exceptional because it demonstrates how teachers will employ professional development in the classrooms and engage students with an assignment that challenges their critical thinking skills.

#### Weaknesses:

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

Reader's Score: 20

## Selection Criteria - Need for Project

1. The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the following factors:
  - i. The magnitude or severity of the problem to be addressed by the proposed project. (8 points)
  - ii. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (7 points)
  - iii. The extent to which the services to be provided by the proposed project are focused on those with greatest needs. (10 points)

### Strengths:

#### Overview:

The applicant presents an exceptional need for the project. The applicant will help to serve underserved students living in 36 Designated Opportunity Zones which are defined as low-income areas. Teachers in these schools will receive professional development support that focuses on American History, Civics, and Geography. Through these intense academies, the project will provide teachers with resources and knowledge that can be shared with their students.

#### Supporting Statements:

#### Strengths:

(i) The applicant describes the magnitude or severity of the problem. On page 26, the applicant conducted surveys and assessments and then reviewed research-based literature. The applicant found the main deficiencies of teacher professional development is stemming from a lack of research-based professional development for teachers in American history and civics in grades 3-8. Other deficiencies in teacher preparation are noted on page 27 such as the lack of teacher preparation for certification and future teachers are only required to take one Social Studies methods class. The proposed project will help with addressing these deficiencies by providing teachers with professional development and other resources which will improve students' critical thinking skills.

(ii) The applicant notes the gaps or weaknesses and how the project will address them. On pages 29-31, the applicant details each service that is currently provided by the district and the weaknesses in the service, and how the current project will address the weaknesses. For instance, the district offers professional development, but the professional development only focuses on Reading and Math. The proposed project will provide 50 teachers with intense academies on American History, Civics, and Geography. Other deficiencies are noted such as the lack of teachers becoming members of professional organizations. This is a weakness because many teachers are not encouraged to join professional organizations unless they join on their own. The project will support teachers with the National Council for History Education monthly publications and other resources (page 30). As a result of this information, the project will provide resources that address the deficiencies in teacher professional development and help the teachers with other resources in American History, Civics, and Geography. These resources will provide teachers with a pathway for their own learning which will be impactful in the classrooms because they can share this knowledge with their students.

(iii) The applicant provides a project that will serve those with the greatest needs. For instance, on page 31, the applicant notes that students in the University City districts are not proficient in Social Studies on the Missouri Assessment Program. The University City District scored 72.6% and the state score was 55.9%. Data from the St. Louis School District was 79.9% and 55.9% at the state level. Students in these areas live in 36 Designated Opportunity Zones which the U.S. Department of Treasury describes as low-income. The project will serve the underserved students in these areas by providing teachers with professional development in American History, Civics, and Geography. These teachers will provide students with projects that help them to increase their critical thinking skills and promote civic engagement.

### Weaknesses:

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

Reader's Score: 25

### Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

- i. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (13 points)
- ii. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (12 points)

#### Strengths:

Overview: The applicant presents an exceptional management plan for the project. For instance, the applicant clearly outlines the responsible parties, timelines, and milestones for accomplishing the tasks. Additionally, the applicant clearly illustrates the continuous feedback loop that includes the stakeholders' input for project improvements.

Supporting Statements:

Strengths:

(i) On page 33, the applicant details the management plan for the proposed project. The applicant notes that an Advisory Council will include a project director, curriculum specialist, college partners/historians, evaluators, and staff from the applicant. Additionally, the table on pages 35-39 provides specifics on the clearly defined responsibilities, timelines, and milestones for the project. For instance, the project coordinator is a full-time employee who will direct all program activities such as initiating contracts and managing and hiring employees occurring in October 2023. Also, the project director will recruit teachers beginning in October 2023, and coordinate the professional development tasks also beginning in October 2023. These tasks are detailed and will support the project staff with an understanding of how to implement the project objectives.

(ii) On pages 39-40, the applicant illustrates the procedures for continuous improvement of the project. The applicant will use a process that includes continual feedback from the participants and staff. This staff is shared with the Advisory Council who are responsible for implementing any changes. Other input will be considered for the continuous feedback for the project such as formative assessments, reports, and historian updates. These methods of continuous feedback will be impactful for the project because the applicant has included all stakeholders in this loop which will help to improve the project.

#### Weaknesses:

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

Reader's Score: 25

### Selection Criteria - Adequacy of Resources

1. The Secretary considers the adequacy of resources for the proposed project. In determining the quality of the adequacy of resources, the Secretary considers the following factors:

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

### **Strengths:**

#### Overview:

The applicant presents an exceptional adequacy of resources. For instance, the applicant clearly outlines the additional facilities, equipment, supplies, and other resources for the project such as those technological resources that will assist teachers with access to the Library of Congress. Also, the applicant presents a reasonable budget to implement the project. Lastly, the applicant will work with partners and collaborate on a funding plan for the project after federal funding ends.

#### Supporting Statements:

#### Strengths:

- (i) On page 40, the applicant details the support including the facilities, equipment, supplies, and other resources provided to support the project. The partner school districts will provide facilities for the workshops (page 43). Also, the applicant will provide history conferences (page 40) in historically relevant cities. Additionally, on page 42, the applicant will provide grant management for the project including administrative leadership to help with implementing the project. Other resources are noted such as intellectual resources that the applicant has previously produced such as partnerships and research-based strategies to assist teachers with serving underrepresented students. The applicant will also provide supplies and equipment such as learning resources and technology resources for the project. The learning resources include (page 43) historians and education specialists. The equipment and supplies will be provided through technological resources such as those that assist the teachers and students with access to websites and albums in the Library of Congress to help with projects. This comprehensive list of support will assist with carrying out the project objectives.
- (ii) The applicant presents costs that are reasonable in relation to the project objectives. On page 44, the applicant states that they plan to serve 15,000 students at the cost of \$0.11 a student. Other reasonable costs are noted in the budget narrative on page 41-43 which details the personnel, fringe benefits, supplies and contractual costs for the project. These comprehensive costs will help the project staff with implementing the project objectives.
- (iii) The applicant presents a plan to fund the project after federal funding ends. On page 45, the applicant states that they will work with the partners to obtain support from them, the community, and other businesses. The applicant also notes that they plan to develop staff capacity and invest in strategies to improve the school structure and classroom effectiveness. Through this sound plan, the applicant ensures that the project will continue after federal funding ends.
- (iv) The applicant presents letters of commitment from the partners. The letters of support begin on page e78. For instance, the Colonial Williamsburg Foundation will provide a customized five-day annual seminar for 15 K-8 teachers. Also, Ford's Theatre will provide tours of the museum, historic theatre, and house where President Lincoln died. Furthermore, the Gateway Arch National Park will host Saturday seminars and provide teachers with content to implement in their classrooms. Through these comprehensive letters of support, the applicant shows how committed the partners are to the project which will enhance the objectives and outcomes proposed by the applicant, impacting the students.

### **Weaknesses:**

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

(iv) No weaknesses noted.

**Reader's Score: 30**

## Priority Questions

### Competitive Preference Priority 1 - Innovative Activities for Civic Engagement

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

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

#### **Strengths:**

##### Overview:

The applicant presents an exceptional project that will support teachers and low-income students. The teachers will receive hands-on civic engagement instruction resulting in activities for the students.

##### Supporting Statements:

##### Strengths:

On pages 4-5, the applicant notes that the project will serve 50 teachers for a period of five years and provide professional development that is tied to the civil rights movement. More importantly, the project will focus on the people of Missouri through statehood which was chosen to focus on where the teachers and students live. Data for the underserved area is noted on page 5 which states that the area is economically disadvantaged with a high minority population. Through this information, the competitive preference priority is detailed and will make improvements in the education of students in American History and Civics.

#### **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 presents an exceptional approach to promoting equity in student access to educational resources. The applicant will achieve most of this competitive preference priority through the establishment of partnerships and the advisory council.

Supporting Statements:

Strengths:

On page 5, the applicant states that the project will improve learning outcomes for students in grades 3-8 with chances to improve their problem-solving and critical-thinking skills. Also, the project will focus on improving civic education to underserved community members by providing teachers with professional development through a network of historians, education specialists, and master teachers. More importantly, the applicant presents an Advisory Council that is integral to implementing the project. This council includes the project director, curriculum specialist, college partners, staff, evaluator, and two history/civics teachers from each district. Furthermore, parents and community members provide feedback through an ongoing needs assessment which is conducted annually (p. e15). Through this council, the applicant will monitor the project for improvements and have the chance to influence policy.

**Weaknesses:**

No weaknesses noted.

**Reader's Score:** 7

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