

**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: Wilderness Education Project (S422B230056)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	20	20
Need for Project		
1. Need	25	23
Quality of the Management Plan		
1. Management Plan	25	19
Adequacy of Resources		
1. Adequacy of Resources	30	27
Sub Total	100	89
Priority Questions		
Competitive Preference Priority 1		
Innovative Activities for Civic Engagement		
1. Civic Engagement	5	4
Sub Total	5	4
Competitive Preference Priority 2		
Student Access to Resources and Opportunities		
1. Promoting Equity	7	6
Sub Total	7	6
Total	112	99

Technical Review Form

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

Reader #1: *****

Applicant: Wilderness Education Project (S422B230056)

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 adequately demonstrates a rationale for Project EXCEL. The proposed project (Project EXCEL) adequately represents an exceptional approach to the competition's priorities.

Supporting Statements:

Strengths:

(i) The applicant appropriately focuses on program goals (e16) that focus on improving teacher knowledge, resources, and supports. The project goals are connected to project components and activities (e33-e35) and have measurable outcomes to determine success.

(ii) The applicant presents an exceptional approach including evidence-based professional development, an inquiry design model approach, C3 framework, seminars led by history experts, summer institutes, National Park expeditions (e19-e20). The time requirement will be intensive with 124 hours of professional development being offered each year (e15), including self-paced courses that will count towards a master's degree in American History (e24). Exceptionally, the intervention will include both content and pedagogical lessons (e20) so that teachers will leave with skills such as a new lesson plan design approach.

Weaknesses:

No weaknesses found.

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 defines the magnitude or severity of the problem to be addressed by the proposed project. The applicant ties together the gaps or weaknesses in services with the project components that will address them. The applicant created a system to weight project participation towards teachers with higher need (e.g., less experience or training, lower performing students).

Supporting Statements:

Strengths:

(i) The applicant explains the context in Virginia that new standards have been established that requires ongoing professional development, monitoring, and evaluation (e37). This project appropriately could provide that professional development and monitoring. In addition, students in the participating counties have a relatively high percentage of failure on History overall as well as individual history topics, many of which are students with disabilities or economically disadvantaged (e37).

(ii) The applicant matched specific issues for educators with the nature and magnitude of the gaps, and how the project's approach could resolve this issue or gap (e40-e41). This adequately identifies the gaps that will be addressed by the proposed project.

(iii) The recruitment process uses a points system that favor participants from a high-needs school, not highly qualified or special education, not currently certified to teach Social Studies, less than 5 years of teaching experience, little professional development in American History or Civics as well as other factors (e27). This recruitment process will make it more likely that participants with greater need will be included and will take place in districts with higher needs (in regard to SES factors [e43]).

Weaknesses:

(i) It is not clear from the descriptions how large or severe the issue of these districts needing to provide ongoing professional development and choosing curriculum materials would be.

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 applicant presents a management plan that is adequate to achieve the objectives of Project EXCEL on time and within budget. The applicant has constructed adequate procedures for ensuring feedback and continuous feedback though the discussion of the data sources is limited.

Supporting Statements:

Strengths:

(i) The applicant adequately explicates the qualifications and responsibilities of project personnel (e45-e46) and adequately shows the responsibilities for each individual or group of individuals. The applicant provides an adequate macro timeline with responsible parties, monthly and quarterly activities as well as a more detailed view that provides activities, milestones as well as the person or organization responsible. Milestones are appropriately measurable to determine completion and success.

(ii) The applicant exceptionally will include monitoring and evaluation into the PLC's monthly Advisory Team meeting to use feedback to judge efficacy of implementation (e52). Appropriately, the advisory team will include curriculum specialists, district or school administration, as well as teacher and student participants so that the data feedback can be interpreted from multiple perspectives (e52), which can lead to improvement based on that feedback. The applicant has explicitly planned processes to close and restart the loop on the assessment of the project, which will include data feedback from multiple sources including formative assessments surveys, and status reports (e52-e53).

Weaknesses:

(i) Though the applicant indicated that dates will, in part, depend on school district facilities the applicant and its partners should be able to plan what semester activities will take place or whether they will take place during the school year or during the summer. Without slightly more specific information than occurring between January and September 2024, for example, it is more difficult to know whether the management plan is adequate to achieve objectives on time and within budget. The logic model (e33-e34) presents proposed dates for outcomes but not activities or outputs.

(ii) It is not clear what data will be collected in formative assessments, status reports or surveys (e52). Without knowing what kind of information will be collected it is hard to judge how useful it will be to spur continuous improvement.

Reader's Score: 19

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 demonstrates adequate support but provides limited description of physical facilities and technologies used by the project. The costs are reasonable in relation to the objectives, design, and significance of the project. The applicant provides limited discussion of broad support from stakeholders and a multiyear operating model. Partners are relevant and demonstrated commitment of said partners is adequate.

Supporting Statements:

Strengths:

(i) The applicant demonstrates adequate support and formal structures for partnership relationships (e55). The applicant establishes that partners (i.e., CLI) have considerable historical archives appropriate for the success of this project (e56). The school districts and WEP will provide spaces and access to the internet to project participants as would be necessary to complete the project (e56-e57).

(ii) The costs are reasonable in relation to the objectives, design, and significance of Project EXCEL. The applicant will provide services for many students (over 10,000) at a rate of \$0.57 per student per day, which works out to \$95.90 per student over the course of each year.

(iii) The applicant has broad support from stakeholders and a multi-year operating model (e59-e60) that support operating the project after the term of the grant has completed.

(iv) Each Project EXCEL partner was chosen for a specific purpose or resource. For example, GLI is a relevant partner in that it adds historical resources to the project (e56), while SREB provides instructional coaching training that they have experience with (e61). Project EXCEL partners demonstrate commitment through their letters of support and MOUs (e138-e153).

Weaknesses:

(i) There is no discussion of the character or location of physical facilities to be used for this project so we cannot determine their adequacy.

(iii) The applicant provides limited discussion of the broad support from stakeholders.

Reader's Score: 27

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 adequately discusses providing hands-on civic engagement activities, including activities that will educate students about the history and principles of the US Constitution.

Supporting Statements:

Strengths:

(a) The applicant will provide hands on educational experiences for teachers through summer institutes and expeditions as well as through instructional coaching (e30).

(b) As called for by the priority, the program will educate students about the history and principles of the Constitution of the United States.

Weaknesses:

(a) There is limited discussion as to how hands on the civic engagement activities will be or how in depth the educational experiences around the Constitution and Bill of Rights will be.

Reader's Score: 4

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 adequately addresses CPP2. The Project will take place in an acceptable educational setting and use rigorous, engagement, and well-rounded approaches to learning and improve community engagement and participation with government.

Supporting Statements:

Strengths:

(a) The project will take place in an exception educational setting: K-12 schools.

(c, d) The project will focus on professional development to improve student's media literacy and digital citizenship (e42), which in turn will support participation in local government. The project also includes sessions where students can

interact with local government representatives and learn about democratic processes at the local as well as state and federal level to increase future participation.

Weaknesses:

The applicant does not discuss how the approach will be inclusive about aspects of student identity

Reader's Score: **6**

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Status: Submitted

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Technical Review Coversheet

Applicant: Wilderness Education Project (S422B230056)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	20	20
Need for Project		
1. Need	25	25
Quality of the Management Plan		
1. Management Plan	25	20
Adequacy of Resources		
1. Adequacy of Resources	30	28
Sub Total	100	93
Priority Questions		
Competitive Preference Priority 1		
Innovative Activities for Civic Engagement		
1. Civic Engagement	5	5
Sub Total	5	5
Competitive Preference Priority 2		
Student Access to Resources and Opportunities		
1. Promoting Equity	7	7
Sub Total	7	7
Total	112	105

Technical Review Form

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

Reader #2: *****

Applicant: Wilderness Education Project (S422B230056)

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 shows an exceptional project design for the project. The applicant provides a clear description of the overarching goal of the proposed and specifically aligns it with the rationale. The exceptional approach includes incorporating National Park encounters during each summer institute, which adds inquiry and other features (experiential elements to the learning process) e14.

Supporting Statements:

Strengths:

The rationale for the proposed project begins with the project goal and the partnership between the applicant and Gilder Lehrman Institute of American History and several other partners who provided MOUs in support of the proposed project (p. e13) (i)

Four SMART goals for the project are clearly delineated and include innovative professional development, regional training opportunities, and comprehensive teacher support that links to the rationale (p.e14, e16) (i)

The applicant provides a Logic Model that is designed to bring all components of the proposed project together to determine causes and effects leading to outcomes of interest Appendix A pp 69-73 (p. e.14, e32). (i)

The Project Design model is provided and spans several pages in the appendix and adds transparency between the Logic model, project design model, and the goals of the proposed project. The project visual provided also supports transparency and understanding of all components of the proposed project (p. e15). (ii)

Exceptional approaches include inquiry-based instructional practice, research based professional development and diverse perspectives. Much of the implementation will be facilitate through Professional Learning Communities (p. e18). (ii)

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 shows an exceptional need for the project.

The need for the project is well document and evidence of the project is clearly outlined and supported by state and local data. A unique table is provided that connect the level of current services to the magnitude of the problem and the approach to resolving gaps and weaknesses (p. e40). There is a clear focus on students with the greatest needs.

Supporting Statements:

Strengths:

The applicant provides strong presentation of data to support the magnitude of the problem to be addressed. The percentage of failing students across History, World History, VA & US, and Civics/Economics provides a visual of the severity of the problem across both participating school districts. The additional visuals provide strong evidence of the problem and how they are connected across various dimensions (p. e40-41). (i)

The applicant clearly describes the specific gaps and weaknesses in services, infrastructure, and current services through effective visuals that provide a clear linkage to how the needs and gaps can be positively impacted through this proposed project (p. p. e41-42). (ii)

The applicant provides assurance of equal access to students who are disadvantaged and plans to equip teachers and administrators with the tools to create inclusive learning environments for all children (p. e42, e44). (iii)

Weaknesses:

No weaknesses are 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 shows an adequate management plan for the project.

The management plan is well designed and includes high quality staff and a year-to-year operational timeline that includes milestones. Based on the grant activities and the staff responsibilities, the proposed project is likely to be implemented on time and on budget. Opportunities for feedback and continuous improvement is clearly addressed.

Supporting Statements:

Strengths:

The applicant provides a management plan designed to achieve the objectives of the proposed project, including the responsible person, monthly activities, summer, and end of year activities (p. e36-39). This detail provided an excellent opportunity to visualize how the progression of the activities will unfold and proceed successfully throughout the 3 years of the grant. (i)

The qualifications and experience of the staff listed will contribute to effective implementation of the goals and objectives of the proposed project (p. e45-46) (i)

Continuous feedback and program improvement is clearly addressed through monthly updates with an Advisory Team and an outside evaluator (p. e52). This will ensure issues that may arise will be handled in a timely manner and the project can be adjusted for continuation with fidelity. (ii)

Weaknesses:

The applicant did not clearly connect the activities listed in the timeline chart with the specific project goals (p. 36-39).

Connecting the goals, objectives and activities adds clarity among persons responsible for various components of project management and implementation. (i)

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: The applicant shows an adequate level of resources for the project.

Resources are clearly delineated and include the necessary resources required for successful grant implementation. This includes facilities and fiscal management services, along with other resources. There is evidence of reasonable costs, and the applicant provides an example of the cost per student. The applicant provides evidence of resources to sustain the activities of the project beyond the life of the grant. Commitment of partners is included in the proposal and display in chart form (p. e48).

Supporting Statements:**Strengths:**

The applicant provides strong evidence of commitment of the project based on the descriptions of facilities, equipment, and supplies available to meet the needs of the ongoing implementation activities (p. e56). (i)

The applicant provides evidence of reasonable costs for implementation of the proposed project (p. e56). Reasonable cost also contributes to sustainability efforts. (ii)

The applicant provides evidence of the commitment of the collaborative partners. The level of support will likely contribute to successful implementation and sustainability of grant activities (p. e59). (iii)

Weaknesses:**Weaknesses:**

The applicant failed to provide sufficient detail in describing reasonable cost based on the goals, objectives and personnel for the proposed project. Though partners are listed in the proposal, broad support was not provided for all partners (p. e56). (iii)

Reader's Score: 28

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 shows an exceptional CPP1 for the project.

Components of CPP 1 are addressed and matched with each element provided in the Design section of the proposal

(p. e13) (a & b) This presentation of matching goals with activities and priorities brings cohesiveness to the project.
Supporting Statements:

Strengths:

The applicant describes innovative activities for civic engagement and examples include linking each goal with activities, outputs, and outcomes (p. e33). (a & b) The activities are research based and were included in the applicant's previous work.

The applicant will equip teachers and other instructional staff with tools to include knowledge of instructional strategies and differentiated techniques to create inclusive learning environments (p.e35) (a &b)

Teachers will be equipped to make teaching and learning relevant and exciting for students using student facing projects and other hands-on activities (p. e41) (b)

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 shows an exceptional CPP2 for the project through working in K-12 schools, use of evidence and inquiry, and interventions to support struggling students.

Supporting Statements:

Strengths: Please provide at least one strength for each subfactor.

Components of CPP2 are addressed and matched with each element in a chart provided in the Design section of the proposal (p. e13) (a) For example, the program will include K-12 students and more specifically, 500 teachers who work in K-12 school environments.

The applicant provides evidence of each element of the CPP2 requirements including hands on civic engagement and education regarding, inclusive of principles of the Constitution (p. e13) (b, c, d)

The applicant will engage local partnership with the community through music and art, along with hands on civic activities and the Bill of Rights (p, e42). (a, d)

Weaknesses:

No weaknesses noted.

Reader's Score: **7**

Status: Submitted

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Status: Submitted

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Technical Review Coversheet

Applicant: Wilderness Education Project (S422B230056)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	20	20
Need for Project		
1. Need	25	25
Quality of the Management Plan		
1. Management Plan	25	25
Adequacy of Resources		
1. Adequacy of Resources	30	26
Sub Total	100	96
Priority Questions		
Competitive Preference Priority 1		
Innovative Activities for Civic Engagement		
1. Civic Engagement	5	5
Sub Total	5	5
Competitive Preference Priority 2		
Student Access to Resources and Opportunities		
1. Promoting Equity	7	7
Sub Total	7	7
Total	112	108

Technical Review Form

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

Reader #3: *****

Applicant: Wilderness Education Project (S422B230056)

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 approach to the proposed project. The applicant will base the project on a rationale that supports the professional learning communities. The approach will also include an inquiry-based approach focusing on analyzing and understanding the concepts and supporting the teachers.

Strengths:

- (i) The applicant describes a rationale for the project. On page e17, the applicant cites DuFour (2004) as the basis for the professional learning community that includes collaboration and accountability. Additionally, Hoaglund et al. (2014) emphasize the importance of collaboration among teachers that will result in better student achievement. These sound rationales will assist the applicant with the project because having straightforward evidence provides a solid foundation for the proposed project.
- (ii) The applicant provides an exceptional approach to the priority. On page 18, the applicant notes the approach, which includes an inquiry-based approach including professional learning communities. These communities include professional development, collaboration, and innovation. The C3 Framework from the National Council for Social Studies will also be included (page e18). This framework is supportive of teachers as they develop their capacity to know, understand, and analyze concepts. Lastly, other parts of the approach include Saturday seminars and self-paced courses. Through this innovative approach, the proposed project will be impactful for the target recipients because it will improve critical thinking and student outcomes.

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 approach to the need for the project. For instance, the applicant offers services to Franklin and Pulaski counties, both with many Rural and Low-Income Schools (RLIS). Other information in the gaps or weaknesses for the target area includes the fact that the teachers have insufficient resources in historical content. The project will address these deficiencies and provide resources to the teachers and students.

Strengths:

(i) The applicant describes the magnitude of the problem to be addressed by the project. On page e36, the applicant proposes to address the gaps in research-based professional development for teachers and the lack of civic engagement for students in the target area. For instance, the applicant notes the need for collaboration among teachers and the state department of education and the percentage of students who are failing history in Franklin and Pulaski Counties. The percentage of students in Franklin County with a disability who are failing history is 63%. The percentage of students in Pulaski County with a disability who are failing history is 40%. The proposed project plans to increase the achievements of disadvantaged students by providing collaborative professional learning communities that help teachers teach history and civic courses and improve student outcomes.

(ii) The applicant notes the gaps or weaknesses in services that will be addressed by the project. In a chart on page e40, the applicant states that there is insufficient material for teachers regarding historical content. The Gilder Lehrman Institute will provide historical readings to teachers. Also, there are limited opportunities for students in American History, Civics, Government, and Geography. These gaps will be addressed when the students participate in capstone projects that focus on the student's interests which will include civic action projects and Nearpod iCivics. These improvements will be impactful for the students because those disadvantaged students and teachers will have access to additional resources that they would not have had before this project was implemented.

(iii) The applicant provides information on how the project will serve those with the greatest needs. On page e43, the table lists demographic factors such as poverty percentages in Franklin (22.8%) and Pulaski (12.5%) and percentages of students who receive free and reduced-price lunches in Franklin (49.39%) and Pulaski (60.0%). Other factors include Rural and Low-Income Schools data for each county. Franklin reports 11 out of 14 schools are RLIS, and 6 out of 8 schools are RLIS in Pulaski. With these comprehensive data points for the target area, the applicant will provide services to teachers and students which will improve student outcomes in American History and Civics because these areas do not have access to additional resources.

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 details an exceptional management plan for the project. For instance, the applicant will rely on this information that includes the responsible party, milestones, and activities for the year. Other information is noted for continuous improvement such as the feedback that will be received from teacher professional development and formative evaluation that occurs.

Strengths:

(i) The applicant outlines the management plan to achieve the objectives of the proposed project. For instance, on pages e47-e51, the applicant outlines the operational timeline for each year. The responsible people are listed such as the project director, coordinator, facilitator, curriculum specialists, and teacher participants. Then the monthly activities are listed such as the coach, professional learning communities with teams at each school, and participation in the training. Lastly, the quarterly activities are listed such as providing students with the necessary skills and updating the budget with each partner. Milestones are listed on page e48 such as holding advisory team meetings. This comprehensive plan will assist the applicant with carrying out the project.

(ii) The applicant describes procedures for ensuring continuous feedback and improvement for the project. On page e 51, the applicant notes the partners have formed a network of resources to build engagement among students. Page e53 details a chart with the feedback loop which will begin with the professional development of staff and when implemented, the applicant will solicit feedback. The formative assessment of the professional development will be ongoing. The formative evaluation from participants will be collected and given to the data team. Lastly, reflection, revision, and recommendations will occur.

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 adequate list of resources for the project. Through the letters of support and memorandums of understanding, each partner describes the workshops and teacher support that will be provided. Additionally, the applicant presents a limited plan of how the project will continue after federal funding ends.

Strengths:

- (i) The applicant details the facilities, equipment, supplies, and other resources for the project from partners such as Wilderness Education Project, Pulaski County schools, and Franklin County schools. On page e56, the facilities include rooms for meeting activities and spaces, technology labs, and expanded areas for collaboration. On page e56, the applicant states these partners will also provide technology and tools for the project. Lastly, the Gilder Lehrman Institute will provide historical documents, online courses, and teacher/student seminars as other resources. These comprehensive resources will help the applicant with the project objectives by adding additional resources to the project.
- (ii) The applicant describes reasonable costs in relation to the objectives. On page e57, the applicant notes that the student impact is \$0.57 per student participant per day for 170 days. Also, in the itemized budget breakdown on page e255, the applicant lists percentages of salaries for key project staff. These reasonable costs are directly related to the project and will help the staff with its objectives.
- (iii) The applicant illustrates limited resources for carrying out the project after federal funding ends. On pages e59-e60, the applicant lists the partners and states that the project will create a unique pathway for this partnership. This information describes the partnerships and activities.
- (iv) Beginning on page e141, the applicant outlines many letters of support and preliminary memorandums of understanding detailing each partner's commitment to the proposed project. For instance, Franklin Public Schools will assist with teacher recruitment and allow the teachers to participate in the project's professional development. Also, other partners like the Colonial Williamsburg Foundation will commit to providing workshops for teachers in the project (page e145). Through these comprehensive partnerships, the applicant will be successful in carrying out the project because such partnerships will enhance the objectives of the project.

Weaknesses:

- (i) No weaknesses noted.
- (ii) No weaknesses noted.
- (iii) While the applicant lists the partners and a project design resources model, the applicant fails to illustrate how much funding will be available after the federal funding ends (pp. e59-e60). The applicant shows there is broad support from several stakeholders but does not clearly outline what funds will be available. The application could have been strengthened with this information.
- (iv) No weaknesses noted.

Reader's Score: 26

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

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

Strengths:

Overview:

The applicant presents an exceptional approach to the priority. The applicant includes hands-on civic engagement activities for teachers which focus on professional development for American history and engaging students. The students will participate in activities that promote civic responsibility such as local elections and court processes. (Pp e33-34).

Strengths:

The applicant outlines the hands-on civic engagement activities for teachers and students. On pp. e33-34, the teachers will participate in 124 hours of American history content knowledge and innovative student engagement activities. Also, on page e34, the teachers will provide the students with civic responsibility projects. The underserved students are acknowledged on page e42 as these activities include race, ethnicity, culture, language, and disability. Lastly, the competitive preference priority is supported by evidence on page e42 that describes professional development for teachers focusing on media literacy, digital citizenship, and other activities to promote student engagement in local courts, the senate, and the election process. These comprehensive strategies meet the competitive preference priority and will be impactful for the students and teachers because the project is needed in the target area

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 the competitive preference priority. The comprehensive approach includes K-8 and 9-12 graders and will focus on teachers learning historical literacy skills that students can use when critically evaluating media. (p. e26).

Strengths:

The applicant presents the project to promote student equity and access to educational resources. On page e15, the applicant notes that K-8 and 9-12 graders will be supported by the project. On page e26, the applicant describes the partner, Southern Regional Education Board, who will help teachers learn strategies for historical literacy skills. Some examples include helping students to critically evaluate media clips, blogs, etc. Other noteworthy examples for this CPP are described in the logic model on page e68 such as the professional learning communities which help to establish community members who are influential in instructional planning processes and can assist with identifying specific literacy skills that students need. Through this comprehensive approach, the CPP will be fulfilled.

Weaknesses:

No weaknesses noted.

Reader's Score: **7**

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